

Alberta Language Arts Reading and Writing Achievement Study

Condensed Report

MARCH, 1979

Alberta

Minister's Advisory Committee
on Student Achievement



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ALBERTA LANGUAGE ARTS
(READING AND WRITING) ACHIEVEMENT STUDY

CONDENSED REPORT

A Study Conducted for
The Minister's Advisory Committee on Student Achievement
(MACOSA)

by

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Funded and Administered by the
Planning and Research Branch
Alberta Education

Project Completion Date: September 30, 1978



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ABSTRACT

At the time this study was being conducted, the Alberta Education curriculum guides for language arts stated the program objectives in rather general terms. The researcher, therefore, began by compiling a comprehensive list of specific objectives suitable for use in developing tests of reading and writing at the grades 3, 6, 9, and 12 levels. The steering committee for the study, with the assistance of the Curriculum Branch of Alberta Education and its language arts coordinating committee, then ranked the measurable objectives in terms of their importance to the total program. When the committees had established priorities, the researcher had available a selected list of objectives for which appropriate test items could be developed.

The researcher used standard piloting and field testing procedures to investigate administrative and scoring techniques and to determine the need for revisions. The manual scoring technique required for the writing tests presented a special challenge. To ensure fair and objective marks, two specially trained markers scored each composition using two different marking scales. In the event of a major discrepancy between the two marks, a third marker scored the composition. The researcher considers both the reading and writing tests to be superior to those available commercially, because of the greater face-validity for the Alberta curriculum and because of the unique marking techniques which were employed.

The reading and writing tests were administered to each of grades 3, 6, 9 and 12 in a random sample of 284 schools on May 17, 1978.

Reading (Grades 3, 6, 9 and 12). Student performance on the reading items were judged by the markers to be generally satisfactory at all four grade levels tested, and the performance in phonics at the grade 3 level was particularly satisfactory. Alberta students appeared to be improving, or at least maintaining, their reading skills as they progressed through the suffixes to obtain word meanings in grade 6; in identifying directly stated details on maps and charts in grade 9; and in identifying implied elements of a passage in each of grades 3, 6 and 9.

Writing (Grades 3, 6, 9 and 12). Student performances were judged by the markers to be weak in all four grades on the short answer section of the writing test, which assessed abilities in capitalization, spelling, punctuation and sentence structure. Performances were stronger on the longer writing assignment, which asked students to write a story in grade 3, a story or description in grade 6, and an exposition in grade 9, and an argument in grade 12. All students achieved high scores on the writing assignment for limiting content to the topic and writing legibly. Alberta students appeared to be more successful at using their own language in writing than at finding errors in or manipulating a structured assignment. The performance on the "Writing assignment" part of the test was generally satisfactory but there was some concern about the fact that only 74 percent of grade 12 students performed at the functional level or better. (Students whose writing was rated as "functional" were able to communicate at a basic level but needed instruction in some aspects of writing skills.)

PREFACE

The Minister's Advisory Committee on Student Achievement (MACOSA) was established by ministerial order in October 1976 in response to growing concerns expressed by the public at large, government, labor, business, students and educators regarding the quality and standards of basic education in Alberta.

MACOSA commissioned a number of studies, primarily to provide basic information for a summary of current levels of achievement in Alberta and to provide baseline data for future assessment. These studies fell into three categories: (1) preliminary studies, (2) achievement studies, and (3) other studies.

The purpose of this study, entitled the Alberta Language Arts (Reading and Writing) Achievement Study, was to provide information about current levels of student achievement in reading and writing in Alberta schools and to provide a data base for future assessments.

This report, which represents the findings and conclusions of the researchers, was presented to MACOSA as information.

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The staff of the Canadian Institute for Research acknowledges the contributions of the members of the Study Steering Committee. Particular appreciation is expressed to the Committee Chairman, Mr. J. Wood, for the time and energy he devoted to the study.

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- the principals and teachers in the province of Alberta who were involved in the pilot testing or the final testing
- the team of markers who assisted in marking the writing tests
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PART I
EXECUTIVE SUMMARY
FOR
ALBERTA LANGUAGE ARTS
(READING AND WRITING) ACHIEVEMENT STUDY

PART I
EXECUTIVE SUMMARY

I. INTRODUCTION

I.1.1 Background

The Minister's Advisory Committee on Student Achievement (MACOSA) was established by Ministerial Order in Alberta in October 1976. MACOSA was established in response to growing concerns on the part of the public, the Government, labor, business, students, and professional educators regarding education. Interest groups have been concerned that the standards for student achievement may have declined in recent years, and that these standards may be inadequate for current and future needs of students and various educational and employment sectors. Interest groups have also been concerned that the standards are not clearly demonstrable given the varieties of student programs, marking procedures and criteria, and that the means of reporting student achievement may be inadequate for purposes such as certification of broad and specific learnings in various curricular areas, career counselling, and selection procedures used by post-secondary institutions and employers.

MACOSA commissioned several studies to facilitate the development of a summary of current levels of student progress in Alberta and to provide baseline data for future assessments. More

specifically, on August 18, 1977, Alberta Education contracted the Canadian Institute for Research (CIR) to assess two selected areas of communication/language arts: reading and writing.

CIR worked under the supervision of a MACOSA-appointed Steering Committee to gather available data needed to assess the current levels of reading and writing in grades 3, 6, 9 and 12 in Alberta, to interpret the data in terms of student achievement, and to compile the information together with recommendations into a report submitted to Alberta Education on September 30, 1978.

I.1.2. Purposes

Three major purposes served as guidelines for the general features of the study's design.

- To collect and report information on the current levels of student achievement of selected objectives in reading and writing in grades 3, 6, 9 and 12 in Alberta schools.
- To produce useful and timely summaries of the current status of student achievement so that MACOSA has a basis for submitting reports and recommendations to the Alberta Minister of Education.
- To construct a data base of student achievement information which can be used as baseline information for future assessments.

I.1.3 Limitations of the Assessment

The subjects involved in this study were limited to 10 percent of the students at each of grades 3, 6, 9 and 12 in the province of Alberta. Therefore, the sample used in this study is representative of the total student population within the limitations imposed upon it by the sampling procedures.

The items on the instruments used in this study were developed to assess the reading and writing achievement levels of students. The content of the items assessed the reading and writing skills as defined by the objectives which were selected by the Steering Committee after consultation with the Curriculum Branch and consultants in the language arts. Although every attempt was made to sample the language arts programs as defined by selected reading and writing objectives, the results of this study are limited by the restricted time period designated for testing and the number and content of the items which may or may not have sufficiently sampled all of the selected objectives.

2. DESIGN OF THE STUDY

I.2.1 Introduction

The design for the study was initially outlined in a study proposal. It was later reviewed and finalized as to details at several meetings between CIR personnel and the Steering Committee. It should be noted that the design model which was used has produced results that describe only the *current* status of student

achievement in the province. The results do not show causal relationships.

1.2.2 Sampling Plan

The Sampling Plan was obtained from the Student Evaluation and Data Processing Branch of Alberta Education and reviewed by CIR personnel and the Steering Committee. Sampled schools were initially contacted by Alberta Education and were contacted at a later date by CIR. For grades 3 and 6 two stratifying variables were used to categorize the schools: 1977-78 enrollment in the target grades and type of school system.

For grades 9 and 12 the decision was made to stratify using enrollment only. Schools randomly selected for each enrollment category were then randomly assigned to various studies, this study included.

The finalized sample for the Language Arts study was comprised of the following: 102 schools at the grade 3 level, 101 schools at the grade 6 level, 56 schools at the grade 9 level, and 25 schools at the grade 12 level.

The 1977-78 enrollment lists of the schools in the province were used to determine the total number of students to be tested. Based on these enrollment lists, tests were sent to the schools. Half of the tests were reading tests and half were writing tests. The total usable returns from the schools were as follows: 1,408 in grade 3 reading, 1,385 in grade 3 writing; 1,597 in grade 6

reading, 1,598 in grade 6 writing; 1,464 in grade 9 reading, 1,495 in grade 9 writing; 915 in grade 12 reading and 899 in grade 12 writing.

I.2.3 Student Outcomes/Objectives

For purposes of the study it was necessary to obtain a list of measurable objectives in reading and writing at grades 3, 6, 9 and 12 respectively. From those lists of objectives available from Alberta Education by September 30, 1977, it was determined that additional work would have to be done in order to produce lists of measurable objectives. It was agreed at a Steering Committee Meeting that CIR personnel and consultants would produce comprehensive lists of student outcomes/objectives by reviewing current curriculum guides, skill lists, and authorized textbooks. These lists of outcomes/objectives were produced and were ranked by the Steering Committee as to the desirability and feasibility of their assessment. The provincial Language Arts Coordinating Committee also ranked these objectives using the same criteria. Opportunity was given for the inclusion of additional objectives.

Based on the results of this ranking, finalized lists of selected objectives in reading and writing were used as a basis for producing and selecting assessment items and exercises for the testing. The comprehensive lists of student outcomes/objectives have been included as an appendix to Part II of this report.

I.2.4 Instrument Development

A preliminary step in the development of the objective-based instruments was to review existing reading and writing tests and to consider the possibility of adapting them for use in this study. It was concluded that none of the available tests, in their entirety, assessed the selected reading and writing objectives. Therefore, the strategy used to produce the instruments was to adapt items where available and to develop new items where necessary. All items were then reviewed by consultants and the Steering Committee, and revisions made as indicated.

For each pilot reading test a total of four multiple-choice items were prepared for each objective. The proofreading section of each pilot writing test included four items for each objective. Each writing test also included a writing production task (extended discourse). Administrators' Manuals were developed for use with each of the instruments.

The pilot testing was conducted to investigate the administration procedures and the items of the proposed tests. The pilot testing involved a total of 809 students in grades 3, 6, 9 and 12 in a total of 32 classrooms in 16 urban and rural schools in Calgary and area which had not been selected for inclusion in the MACOSA studies. Arrangements for testing were made with each district superintendent and school principal. A pilot test team administered the tests to the students. All reading test answers were recorded by the students on computer answer sheets which were later

machine-scored by Alberta Education. All writing test answers were recorded by the students in the test booklets. These booklets were later hand-scored by a team of markers who recorded the results on computer sheets. No difficulty in using the testing format was experienced by either the students or the testing team. Comments from students and teachers concerning the tests were also collected by the pilot testing team. An item analysis was computed for the reading tests and an error count was computed for the writing test. Letters of appreciation were sent by CIR to all schools who participated in the pilot testing.

The Steering Committee and CIR staff made revisions to the pilot test instruments and Administrators' Manuals using the results of the item analysis, the error count, observations made by the pilot testing team, comments from students and teachers, and observations made by the markers. Camera-ready copies of the finalized instruments were produced and printed.

I.2.5 Data Collection

A letter dated February 8, 1978, was sent by the Associate Deputy Minister of Education to the school superintendents in Alberta. The request was made for the superintendents to ask for the cooperation of the sampled schools which were to be included in the testing program. Individual school principals were later contacted by CIR and given more specific details concerning the testing program.

Approximately two weeks before the testing date of May 17, 1978, tests, computer answer sheets and Administrators' Manuals were distributed to the 284 schools. Distribution was made by using the bus lines, couriers, and special delivery mail. Sufficient tests were sent to ensure that half the students at the specified grade level in each school would write the reading test and half the students would write the writing test. Selection of students for writing each test was to be done on a random basis. Instructions were given that all answer sheets and test booklets, used and unused, were to be returned to the Canadian Institute for Research. Returned materials were collated at CIR.

I.2.6 Scoring

All reading test answer sheets were computer scored by Alberta Education. The scoring procedures employed in the marking of the writing tests had previously been developed and used to mark the pilot writing tests. Minor revisions were made to the scoring keys before the final tests were marked. A team of 20 markers was trained to mark the final tests. The proofreading section, which included capitalization, punctuation, spelling, and sentence writing, was marked by one marker using a Proofreading Marking Scale for each grade. The punctuation and capitalization were scored as correct or incorrect; the spelling was scored for identification of error as well as correct spelling of identified error; and the sentence writing was scored on scales which identified types

of errors in sentence writing and variety in sentence writing.

Modified holistic scoring of all writing products was done by two markers on a scale of five. In the event of a discrepancy which was greater than one, a third marker scored the product. It was determined during the pilot testing that reader-agreement for this marking was very high as only three tests out of a total of 379 had to have a third marker.

Scoring of the writing product was also done using a Descriptive Marking Scale for each grade. These scales were based on the objectives as selected for each grade level.

I.2.7 Data Analysis Plan

Basic distributional statistics were computed by Alberta Education using the reading and writing test data. Summaries of grade level data for reading and writing were produced as follows: number of students attempting each item, percentages of students correctly answering each item, and percentages of items achieved as keyed to objectives.

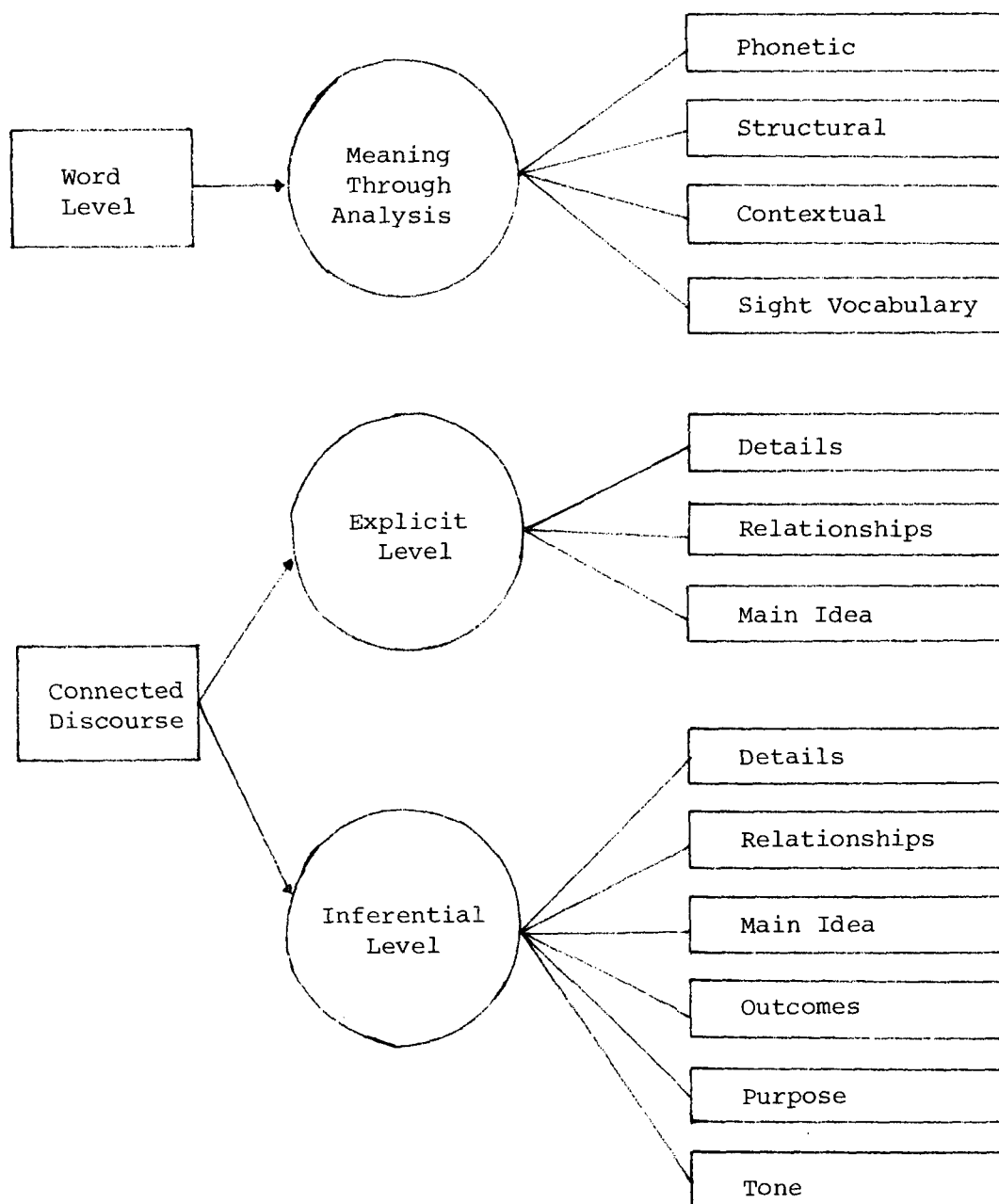
3. SUMMARY OF READING RESULTS

I.3.1. Introduction

The following chart indicates the organization of the reading objective clusters as assessed in the study. The majority of the clusters were composed of more than one objective.

Chart I-1

ORGANIZATION OF READING OBJECTIVES*



*For complete lists of objectives,
see Appendix to Part II of the Report.

I.3.2 Reading in Grades 3, 6, 9 and 12

Table I-1 presents a summary of reading across the grades. The figures indicate the average percent correct for the items used to test each cluster of objectives. Not all clusters of objectives were assessed at each grade level, therefore some columns in the table are incomplete.

Table I-1

Reading - Grades 3, 6, 9 and 12
Male and Female

	Grade 3	Grade 6	Grade 9	Grade 12
Word Level: Meaning Through Analysis				
I.A.1 Phonetic	80.8	--	--	--
I.A.2 Structural	78.4	47.3	67.0	62.3
I.A.3 Contextual	76.6	76.1	74.5	70.2
I.A.4 Sight Vocabulary	67.6	68.3	--	--
Connected Discourse: Explicit Level				
II.A.1 Details	63.1	72.0	56.1	--
II.A.2 Relationships	65.5	60.6	62.7	70.0
II.A.3 Main Idea	67.9	71.9	67.5	76.3
Connected Discourse: Inferential Level				
II.B.1 Details	67.5	57.3	--	73.3
II.B.2 Relationships	77.9	66.5	65.8	57.4
II.B.3 Main Idea	66.7	57.2	59.5	74.8
II.B.4 Outcomes	--	59.4	68.1	72.5
II.B.5 Purpose	--	--	61.8	71.0
II.B.6 Tone	--	--	62.9	63.2

In the Word Level category, grade 3 students achieved an average percent correct of 80.8 when using phonetic analysis. This percentage represents the highest achievement score in the reading assessment. Structural analysis involved decoding unfamiliar words through the use of structural elements. Grade 6 students achieved an average of only 47.3 percent of the items. The achievement levels in Contextual analysis were similar at all grade levels. Sight Vocabulary recognition at grades 3 and 6 was 67.6 percent and 68.3 percent respectively even though the vocabulary tested was appropriate to the grade level.

The Connected Discourse items were based on reading passages. The Explicit Level involved the more factual levels of the passage. The Inferential Level required a higher level of thinking as the student had to make inferences and judgments.

Several of the averages in the Connected Discourse categories were low. It appears however that there is an improvement through grades 6 to 12 in Outcomes which involved making judgments, predictions, and conclusions.

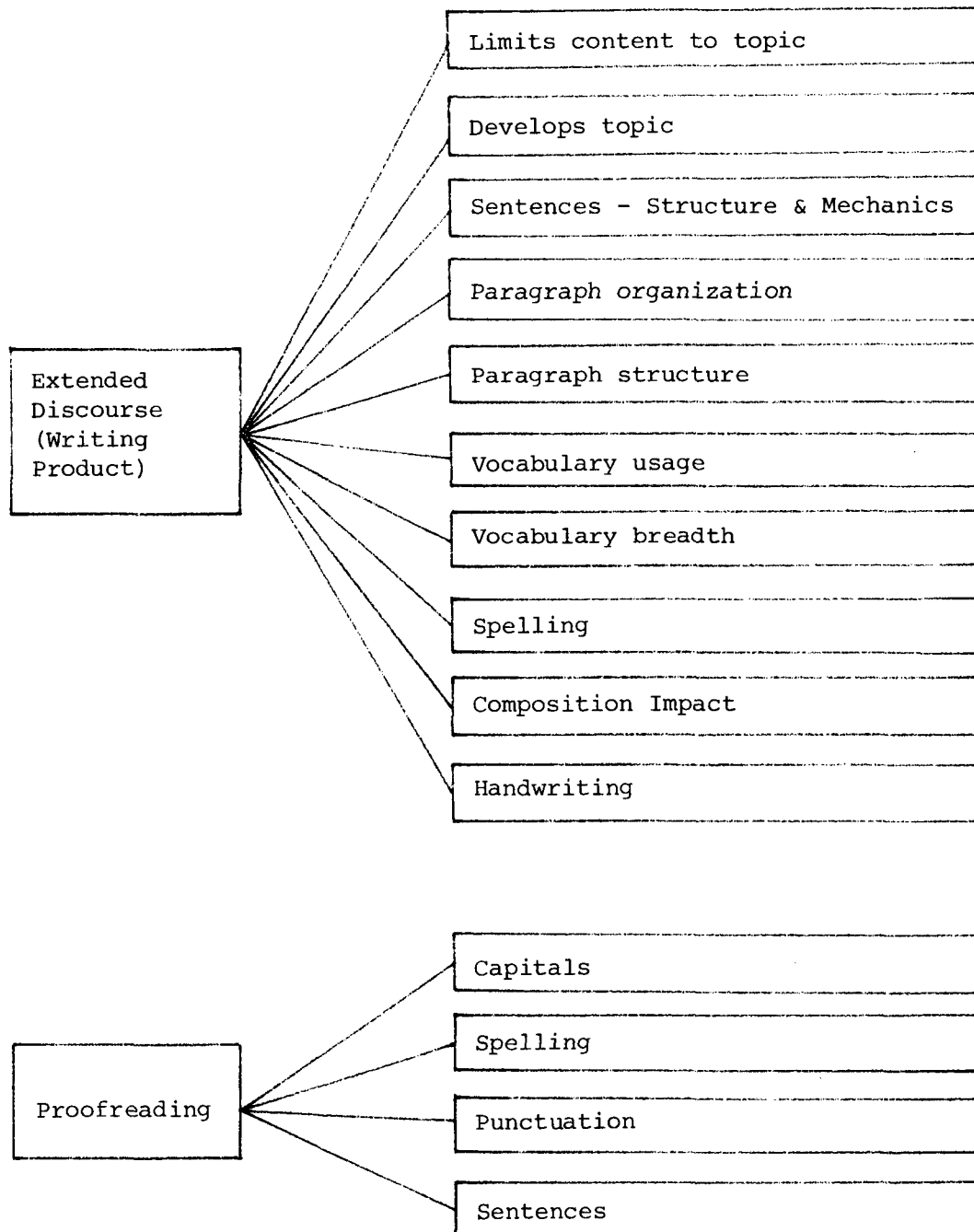
4. SUMMARY OF WRITING RESULTS

I.4.1 Introduction

Chart I-2 indicates the organization of the writing objective clusters as assessed in the study. The majority of the clusters were composed of more than one objective.

Chart I-2

ORGANIZATION OF WRITING OBJECTIVES*



*For complete lists of objectives see Appendix to Part II of the Report.

I.4.2 Writing in Grades 3, 6, 9 and 12

A summary of the results of the writing assessment is presented in Table I-2. The three marking scales used to assess the writing tests are presented in detail in Part II of the main report. The Descriptive scoring data as presented in Table I-2 indicates the percentage of writing products which were assessed as a three or a four. These scores denoted positive aspects of writing as keyed to each of the objectives. The Holistic scoring data as presented in the following table indicates those writing products which were scored as being acceptable. The Proofreading data indicates average percentages correct (no errors) for items used to assess capitalization, spelling, punctuation, and sentence writing.

Because all objectives or clusters of objectives were not tested at each grade level, several of the columns in Table I-2 are incomplete.

Table I-2 suggests that students in each of the grade levels do not experience difficulty in limiting content to the topic when producing a writing product. Grade 12, however, had difficulty in developing a topic.

All percentages were low for Sentences which assessed the ability to write sentences in terms of structure and mechanics. Percentages for paragraph organization and structure were also low for those grades assessed.

Except for Grade 12, percentages for vocabulary usage and

Table I-2

Writing - Grades 3, 6, 9 and 12
Male and Female

	Grade 3	Grade 6	Grade 9	Grade 12
Descriptive Scoring				
I.1 Limits content to topic	94.3	93.2	95.0	89.8
I.2 Develops topic	79.5	84.5	71.8	47.4
I.3 Sentences (structure & mechanics)	51.0	39.7	61.0	49.8
I.4 Paragraph organization	--	57.7	55.7	55.2
I.5 Paragraph structure	--	30.1	48.8	66.1
I.6 Vocabulary usage	84.6	88.4	71.1	61.1
I.7 Vocabulary breadth	84.2	84.4	86.0	58.9
I.8 Spelling	68.4	69.8	83.6	73.9
I.9 Composition impact	73.0	63.2	68.8	73.2
I.10 Handwriting	87.9	74.1	88.7	77.5
Holistic Scoring	24.7	27.1	51.9	24.3
Proofreading Scoring				
II.1 Capitals	70.4	--	--	--
II.2 Spelling	46.5	43.5	55.1	47.8
II.3 Punctuation	39.9	50.0	35.9	58.0
II.4 Sentence Writing	65.8	27.7	24.2	18.0

breadth were consistently higher than several of the other objectives assessed. Spelling as assessed in the writing products was lower in grades 3 and 6 than in grades 9 and 12.

The percentages for Composition Impact varied somewhat from grade to grade. Handwriting does not appear to be a serious problem in the students' writing.

In the Holistic scoring, which identified those writing products assessed as acceptable in terms of the writing scale, grade 9 performance was approximately twice that of the other grades.

In the Proofreading section which assessed the mechanics used in writing, all scores were low. The Sentence Writing evaluated variety in sentence writing as well as sentence structure. The scores in this category correspond to the scores in the Descriptive scoring category where sentence writing in the writing product was evaluated for structure and mechanics.

In summary, it appears that the majority of students are in need of additional instruction in those skills which are necessary for the production of an acceptable writing product. Difficulty in the mechanics of writing and sentence writing was indicated in the Proofreading section of the assessment. These findings correspond to findings in the Descriptive and Holistic scoring which indicated difficulty in mechanics and sentence writing as well as difficulty in other skills such as paragraph organization. Vocabulary usage and breadth did not appear to be a problem except at the grade 12 level. Students were also able to limit content

to topic and to develop a topic except at the grade 12 level.

It appears, in general, that many students have the necessary ideas and vocabulary which are used in the production of a writing product, but lack the necessary organizational and mechanical skills used in writing.

5. VARIABLE OF SEX

I.5.1 Introduction

Significant differences were computed for the male and female performance in the reading and writing clusters.

I.5.2 Reading Results

Few significant differences appear to exist between the reading performance of males and females. At the grade 3 level the results suggest that female performance is higher in structural analysis and inferring the main idea, and that male performance is higher in sight vocabulary.

At the grade 6 level females excelled in inferring relationships and males excelled in structural analysis.

The performance for three clusters of objectives was significantly different in favor of the females at the grade 9 level: identifying main idea, and inferring outcomes and tone.

At the grade 12 level females performed higher than males in structural analysis and identifying relationships.

There does not appear to be any consistent significant

differences on reading performance between the grade levels.

I.5.3 Writing Results

Considerable significant differences in writing performance existed in favor of the females at each of the grade levels assessed. Except for limiting content to the topic at the grades 3 and 6 levels, and sentence structure and mechanics at the grade 12 level, it appears that in the Descriptive scoring (See Table I-2) the females performed higher than the males on the writing product. The results of the Holistic scoring of the writing product supported the findings in the Descriptive scoring as the females consistently performed better than males.

Several significant differences which exist in the Proof-reading results are also in favor of the females: at the grades 3 and 6 levels significant differences existed in spelling, punctuation, and sentence writing; at the grade 9 level significant differences were evident in spelling and sentence writing; and at the grade 12 level significant differences existed in spelling and punctuation.

6. RECOMMENDATIONS

The Contractor recommends that:

6.1 Assessment of the language arts in the Province of Alberta should be an on-going process using the present data as baseline data for comparisons in future assessments. Future assessments would include the study of such problems as reliability of the

reliability of the tests over time (test-retest studies), relationship between reading and writing and other studies relating teacher activities to pupil growth. There appears to be no reason why all pupils in all schools should be tested each time. A stratified random sample of students would make an appropriate selection for on-going tests.

6.2 A needs assessment study should be conducted in the Province of Alberta to determine terms of reference for language arts programs. Such a needs assessment program would provide information about what is currently in place in language arts programs as well as indicating gaps in such programs. Tests could then be matched to both existing program components and to those which need to be put in place. This would address firmly the question of the validity of the testing program.

6.3 Indicators should be established for all the goals of the provincial language arts programs so that each facet of language growth can be monitored (i.e., cognitive and affective goals). This recommendation recognizes that many of the established goals of the language arts programs cannot be readily monitored. The establishing of indicators for these goals could lead to the establishing of monitoring procedures for the indicators. This would also have the added advantage of monitoring growth over time.

6.4 Existing data should be scrutinized to determine whether it is feasible to conduct additional research activities using

present data. This recommendation suggests that considerable data has already been gathered in reading and writing and that additional research activities should be designed to capitalize on this data.

6.5 An item bank should be established for use in ongoing evaluation of the language arts. Such an item bank would make it possible for individual school systems to assess specific areas of competence which might be idiosyncratic to their own programs. This system is especially useful if flexibility in instructional programs is to be maintained.

6.6 Training sessions should be held for teachers who plan to administer and score the tests, because the grading, particularly of written materials, is important for the validity of comparisons that may be made. This procedure is especially important if the tests are to be used for comparisons across schools or over time.

6.7 Data from test administration should be accumulated from year to year. Correlational analyses, relating the results of reading and writing to other competency areas, should be conducted and presented in the form of expectancy tables. In this way the institution will have both criterion and prediction data.

6.8 While the tests were designed for grades 3, 6, 9 and 12, it would be appropriate to try them at surrounding grade levels. Since items and goals differ within the present tests, this procedure would allow for the analysis of developmental trends.

6.9 Additional demographic data should be included in future assessments. This recommendation refers to the fact that little demographic data was collected in the present study. Additional variables such as geographic location, attitudes, value of language arts, etc. could be useful in future assessments.

6.10 The test administration procedures with minor revisions, should be repeated in the next assessment. This recommendation arises from the observations made by the Contractor in regard to test administration procedures.

PART II
RESULTS SUMMARY
FOR
ALBERTA LANGUAGE ARTS
(READING AND WRITING) ACHIEVEMENT STUDY

PART II
RESULTS SUMMARY

1. INTRODUCTION

II.1.1.1 Organization of the Study (Work Plan)

The Work Plan which was used to collect the data as reported in Part II of this report can be more specifically stated in terms of seven tasks. These tasks are summarized in the following paragraphs.

For Task 1, the Canadian Institute for Research (CIR) staff produced a Revised Work Plan. A predetermined list of decision needs was used for the revisions. The decision needs were identified by interviewing the following: the Steering Committee and its consultants, the Project Monitor of the study, Curriculum Policy Board Chairman, and the MACOSA Chairman. Input related to decision needs was also obtained from the results of discussion at a meeting of the members of the Language Arts Coordinating Committee. The decision needs summarized the decisions which were to be made in the study and helped structure the Work Plan.

Task 2 involved the selection of a list of reading and writing objectives to be used in the assessment. After reviewing the lists of objectives available from Alberta Education by September 30, 1977, it was determined at a meeting of the Project Monitor and Steering Committee that additional work would have to

be done in order to select suitable lists of measurable objectives. It was agreed that CIR should review curriculum guides, skill lists and authorized textbooks and select comprehensive lists of student outcomes. These lists of outcomes were ranked as to their desirability and feasibility for assessment by the Steering Committee and the Language Arts Coordinating Committee. CIR translated the selected lists of outcomes into measurable objectives. The finalized lists of objectives were used by CIR as a guide in producing and selecting assessment instruments and exercises.

Task 3 resulted in the implementation of an approved Sampling Plan of 10 percent of Alberta Schools. The sampling plan for the MACOSA Assessment Studies was obtained from the Alberta Education Student Evaluation and Data Processing Branch. The plan was reviewed by CIR personnel and finalized at a meeting of CIR and the Steering Committee. Following this meeting the superintendents of the sampled schools were contacted by Alberta Education. The principals of the sampled schools were later contacted by CIR.

The production of pilot testing packages and Administrators' Manuals was designated as Task 4. Available items were selected and adapted where possible. New items were developed where necessary. The items were then reviewed at a meeting with the Steering Committee. Revisions were made, and instruments based on these items were produced and used in pilot testing. Analyses relative to the data gathered during the pilot testing was

undertaken and revisions based on these results were then made. The instruments were finalized at a meeting with the Steering Committee. Administration Manuals were also developed for use with the instruments.

Task 5 involved the collection and analysis of the data. A Data Collection, Scoring, Analysis, and Reporting Plan was drafted, discussed at a Steering Committee meeting, and finalized. During this time period preparation for the administration of the instruments (tests) was made in consultation with the selected schools and principals. The tests were printed, packaged, and delivered to the sampled schools. The tests were administered on May 17, 1978. Tests and answer sheets were returned to CIR. The Writing Tests were hand-scored and the data recorded. Reading Test data was checked. All raw data was forwarded to the Alberta Education Data Processing and Student Evaluation Branch for descriptive data analyses including item analysis and distributional statistics.

As Task 6, summaries of all analyzed data were produced by CIR and reviewed at a Steering Committee meeting. Specific examples of how data should be reported and interpreted were reviewed and discussed.

Copies of a Final report which included an Executive Summary were produced for Task 7. A draft of the report was reviewed at a Steering Committee meeting. Revisions were made based on decisions from this meeting. The final report was produced and submitted for approval.

2. READING RESULTS

II.2.1 Introduction

Summaries of all analyzed data pertaining to the reading student outcomes/objectives for grades 3, 6, 9 and 12 are contained in this section of Part II. The results include an examination of the percentages of students correctly answering each item and percentages of items achieved as keyed to the objectives and the clusters of objectives. Comparison of data within the grades as well as summaries of data pertaining to the performance of male and female students in reading at each of the four grade levels are included in this section.

All data was reviewed by a Results Interpretation Panel. The discussion and conclusions from this Panel have been compiled in a separate report.

For purposes of this assessment, the objectives of reading instruction as selected for the study have been grouped into two major categories. (See Appendix I). The Word Level category is comprised of objectives which focus on Meaning Through Analysis. Phonetic, structural, contextual and sight vocabulary objectives are contained in this section. Connected Discourse, the second category, focuses on the Explicit Level and Inferential Level. The Explicit Level is comprised of objectives which focus on details, relationships and main idea. The Inferential Level includes details, relationships, main idea, outcomes, purpose, and tone.

Multiple choice items were employed at each of the grade levels to evaluate the reading objectives. Thirteen objectives were measured at the grade 3 level using 42 items; 18 objectives were measured at the grade 6 level using 54 items; and 21 objectives were measured at each of the grade 9 and 12 levels respectively using 66 items for each.

II.2.2 Grade 3 Reading

Table II-1

GRADE 3 READING - MALE AND FEMALE
WORD LEVEL: MEANING THROUGH ANALYSIS
N=1408

I.A.1 Phonetic

Student Outcome: Blend known consonant and vowel sounds to form words.

Objective: Given a sentence with an incomplete word, the student will identify the consonant or vowel sounds needed to complete the word.

EXAMPLE:	Items	% Correct
The dancer tw__ls on her toes.	1	87.4
A. ir	2	85.0
B. ou	3	<u>70.1</u>
C. ar		
D. aw		
		Average % 80.8

Table II-2

GRADE 3 READING - MALE AND FEMALE
 WORD LEVEL: MEANING THROUGH ANALYSIS
 N=1408

I.A.2 Structural

Student Outcome: Identify and obtain meaning through the structural elements within words.

Objective: Given a sentence with an incomplete word, the student will complete the word by identifying and obtaining meaning through structural elements.

EXAMPLE:	Items	% Correct
It was ___possible to open the locked door.	4	89.8
A. re	5	81.8
B. un	6	<u>63.6</u>
C. im		
D. dis		Average % 78.4

Table II-3

GRADE 3 READING - MALE AND FEMALE
WORD LEVEL: MEANING THROUGH ANALYSIS
N=1408

I.A.3 Contextual

Student Outcome: Check word meaning using context clues.

Objective: Given a sentence, the student will identify the meaning of the underlined word using context clues.

EXAMPLE:	Items	% Correct
Mother said that I should	7	70.7
finish the <u>task</u> before I	8	75.6
watched television.	9	<u>83.5</u>
A. book		
B. picture		
C. job		
D. snack		
		Average % 76.6

Table II-4

GRADE 3 READING - MALE AND FEMALE
WORD LEVEL - MEANING THROUGH ANALYSIS
N=1408

I.A.4 Sight Vocabulary

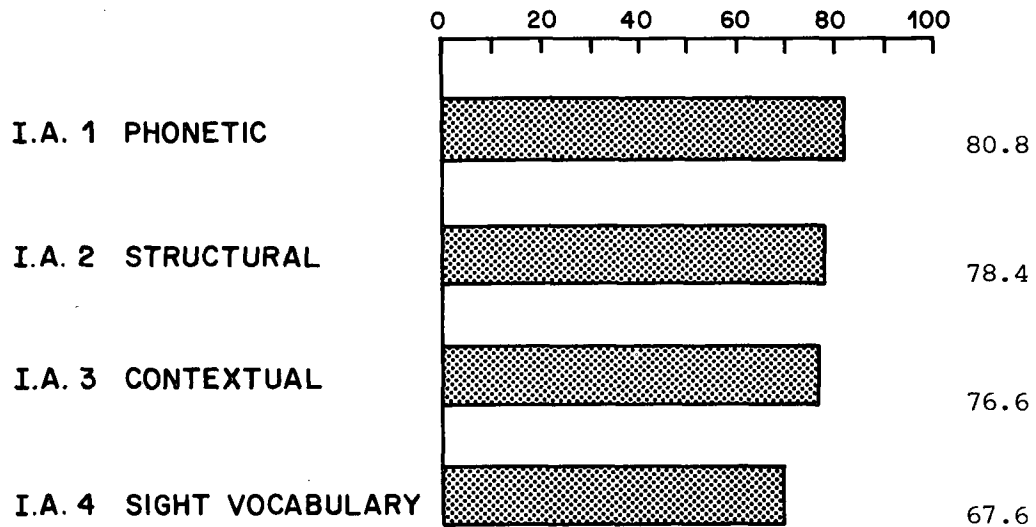
Student Outcome: Demonstrate a mastery of the meanings of words appropriate for Grade 3 vocabulary.

Objective: Given a word appropriate for Grade 3 vocabulary the student will identify the meaning which matches the word.

EXAMPLE:	Items	% Correct
<u>Cautious</u>	10	83.3
A. strong	11	80.4
B. careful	12	58.0
C. highest	13	56.1
D. gracious	14	54.7
	15	<u>73.0</u>
		Average % 67.6

The graph in Figure II-1 depicts the average of actual student performance of the items for each objective in Word Level: Meaning Through Analysis.

Objectives



 - AVERAGE % CORRECT

FIGURE II-1

GRADE 3 READING - MALE AND FEMALE
WORD LEVEL: MEANING THROUGH ANALYSIS
N=1408

The lowest average performance in the Word Level category was in Sight Vocabulary. The graph indicates that the actual student performance was higher for the Phonetic, Structural and Contextual objectives.

Table II-5

GRADE 3 READING - MALE AND FEMALE
CONNECTED DISCOURSE: EXPLICIT LEVEL
N=1408

II.A.1 Details

Student Outcome: Identify details which support the main idea.

Objective: Given a simple narrative, the student will demonstrate the ability to identify details which support the main idea.

EXAMPLE:	Items	% Correct
Which of the following supports the main idea?	20	50.2
A. Mary and Bob spent a lot of time together.	22	47.2
B. Mary and Bob liked the same TV shows.	25	<u>68.1</u>
C. Mary and Bob liked the same candy.		
D. Mary and Bob were in the same class.		
		Average % 55.2

Student Outcome: Distinguish between relevant and irrelevant information.

Objective: Given a simple narrative, the student will demonstrate the ability to distinguish between relevant information.

EXAMPLE:	Items	% Correct
Which sentence would best fit into this story?	30	49.0
A. Joe has to put on his jacket and boots before he meets the bus.	32	47.4
B. The school bus is bright yellow.	33	<u>64.9</u>
C. Joe has a bed with a blue quilt.		
D. The school bus travels quickly.		
		Average % 53.8

Table II-5 (CONTINUED)

Student Outcome: Follow simple written directions.

Objective: Given a task, the student will follow simple directions.

EXAMPLE: (based on a map)	Items	% Correct
If you were travelling on the railway what directions could you go?	16	79.5
	17	80.4
A. northeast or southwest	18	<u>81.3</u>
B. east or west		Average % 80.4
C. north or south		
D. southeast or northwest		

Table II-6

GRADE 3 READING - MALE AND FEMALE
CONNECTED DISCOURSE: EXPLICIT LEVEL
N=1408

II.A.2 Relationships

Student Outcome: Trace sequence.

Objective: Given a passage containing a series of incidents, the student will be able to trace sequence.

EXAMPLE:	Items	% Correct
What did Kate the elephant do right after she raised her trunk over her head?	34	56.3
	35	44.6
A. She filled her trunk with water.	36	<u>43.4</u>
B. She squirted water.		Average % 48.1
C. She stood and waited.		
D. She looked the other way.		

Student Outcome: Determine cause and effect.

Objective: Given a narrative the student will be able to determine cause and effect.

EXAMPLE:	Items	% Correct
Why did Mary and Bob spend a lot of time together?	23	90.7
	26	77.5
A. They liked to walk to school together.	31	<u>80.7</u>
B. They liked the same movies.		Average % 83.0
C. They liked to be with each other.		
D. They were cousins.		

Table II-7

GRADE 3 READING - MALE AND FEMALE
CONNECTED DISCOURSE: EXPLICIT LEVEL
N=1408

II.A.3 Main Idea

Student Outcome: Identify the main idea.

Objective: Given a simple narrative, the student will demonstrate the ability to identify the main idea.

EXAMPLE:	Items	% Correct
What is the story about?	19	75.4
A. Peanut butter is good for you.	24	68.5
B. Jim is always hungry.	28	<u>59.9</u>
C. Jim knows how to make a peanut butter sandwich.		Average % 67.9
D. You need two slices of bread to make a sandwich.		

The graph in Figure II-2 indicates an average of actual student performance of the items used to assess Connected Discourse: Explicit Level. The average percent correct is given for the cluster of three objectives for Details and two objectives for Relationships.

Objectives

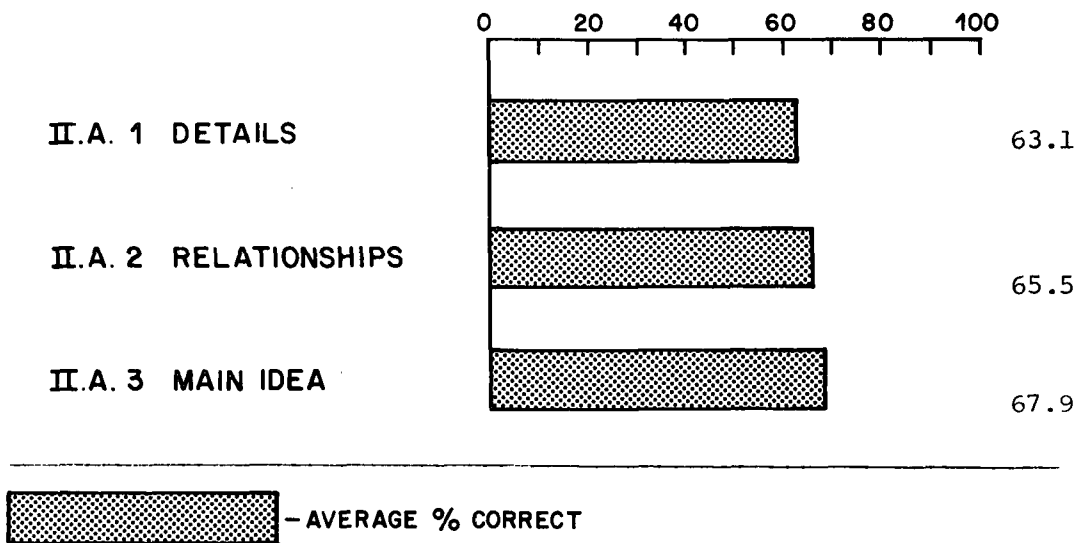


FIGURE II-2

GRADE 3 READING - MALE AND FEMALE
CONNECTED DISCOURSE: EXPLICIT LEVEL

The graph indicates that the average percent correct for the clusters of objectives for Details and Relationships and the objective for Main Idea at the Explicit Level were 63.1, 65.5, 67.9 percent respectively.

It can be noted in Table II-5 that there is a marked

difference in the average percent correct for each of the three objectives forming the Details cluster: 55.2 percent for identifying details which support the main idea, 53.8 percent for distinguishing between relevant and irrelevant information, and 80.4 percent for following simple directions.

The Relationships cluster in Table II-6 indicates a 48.1 percent average for the objective which traced sequence and an 83.0 percent average for the objective which determined cause and effect.

Table II-8

GRADE 3 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=1408

II.B.1 Details

Student Outcome: Infer details which support the main idea.

Objective: Given a simple narrative, the student will demonstrate the ability to infer details which support the main idea.

EXAMPLE:	Items	% Correct
Which of the following is true in the story?	21	63.4
A. Sam won the fight.	27	63.2
B. Tom won the fight.	29	<u>76.0</u>
C. Sam started the fight.		Average % 67.5
D. Tom had not been fighting.		

Table II-9

GRADE 3 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=1408

II.B.2 Relationships

Student Outcome: Infer sequence.

Objective: Given a simple narrative, the student will
demonstrate the ability to infer sequence.

EXAMPLE:	Items	% Correct
What will happen to Joe?	37	80.8
A. He will be late getting home.	38	75.0
B. He will have more fun.	39	<u>77.9</u>
C. He will slip into the river.		Average % 77.9
D. He will jump across the stream.		

Table II-10

GRADE 3 READING - MALE AND FEMALE
 CONNECTED DISCOURSE: INFERENTIAL LEVEL
 N=1408

 II.B.3 Main Idea

Student Outcome: Infer/identify main idea.

Objective: Given a simple narrative, the student will demonstrate the ability to infer/identify the main idea.

EXAMPLE:	Items	% Correct
The story shows that	40	65.1
Sue was very	41	67.2
A. smart	42	<u>67.8</u>
B. curious		
C. happy		Average % 66.7
D. helpful		

Figure II-3 depicts an average of actual student performance of the items for each objective for Connected Discourse: Inferential Level.

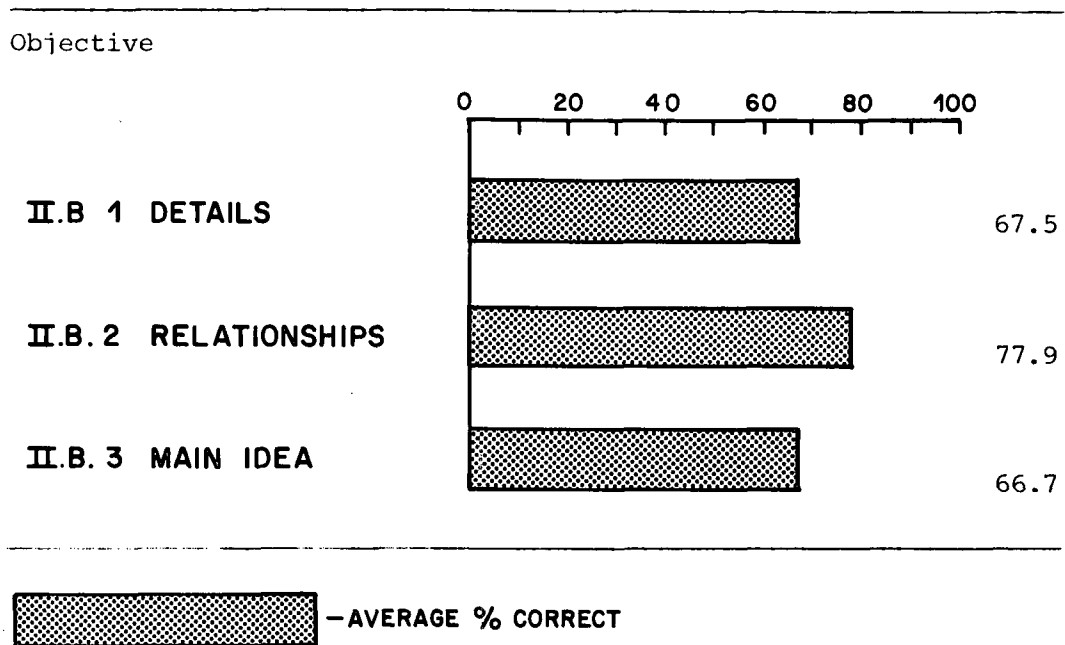


FIGURE II-3

GRADE 3 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=1408

The graph indicates that at the Inferential Level the students average was 67.5 percent when inferring details which support the main idea, 77.9 percent when inferring sequence (Relationships) and 66.7 percent when inferring the main idea. The average percent correct was higher for inferring relationships than inferring details and main idea.

II.2.3 Grade 6 Reading

Table II-11

GRADE 6 READING - MALE AND FEMALE
WORD LEVEL: MEANING THROUGH ANALYSIS
N=1597

I.A.2 Structural

Student Outcome: Use generalizations to govern structural analysis to decode unfamiliar words.

Objective: Given a sentence with an unfamiliar word, the student will use generalizations to govern structural analysis to decode the unfamiliar word.

EXAMPLE:	Items	% Correct
The animals in Don's Wild Animal Park seem to <u>coexist</u> without any problem.	1	43.6
	2	67.9
A. eat together	3	<u>30.4</u>
B. accompany each other		Average % 47.3
C. live together		
D. recognize each other		

Table II-12

GRADE 6 READING - MALE AND FEMALE
WORD LEVEL: MEANING THROUGH ANALYSIS
N=1597

I.A.3 Contextual

Student Outcome: Expand identification of words with multiple meaning.

Objective: Given a meaning of a word with multiple meanings, the student will determine which sentence uses the underlined word correctly.

EXAMPLE:	Items	% Correct
relaxed	10	75.5
A. The rope was <u>loose</u> , so we had to stop and tighten it.	11	72.1
B. A <u>loose</u> tongue can get a person into trouble.	12	<u>66.5</u>
		Average % 71.4
C. Her hair swung <u>loose</u> and nearly cut-off her vision.		
D. The marath ^{on} runner runs with a <u>loose</u> , open stride.		

Student Outcome: Differentiate between connotative and denotative meaning.

Objective: Given a sentence containing an underlined word, the student will determine the connotative or denotative meaning of the underlined word.

EXAMPLE:	Items	% Correct
I was really <u>mad</u> when I got unjustly accused of stealing the bicycle.	7	83.0
	8	82.8
A. frantic	9	<u>76.6</u>
B. insane		Average % 80.8
C. infatuated		
D. furious		

Table II-13

GRADE 6 READING - MALE AND FEMALE
 WORD LEVEL: MEANING THROUGH ANALYSIS
 N=1597

I.A.4 Sight Vocabulary

Student Outcome: Demonstrate mastery of the meaning of words appropriate for Grade 6 vocabulary level.

Objective: Given a word appropriate for Grade 6 vocabulary, the student will identify the meaning which matches the word.

EXAMPLE:	Items	% Correct
<u>Brochure</u>	4	62.0
A. catalogue	5	74.5
B. newspaper	6	<u>68.5</u>
C. pamphlet		
D. book		Average % 68.3

The graph in Figure II-4 portrays an average of actual student performance of the items for each objective or cluster of objectives in the category of Word Level: Meaning Through Analysis.

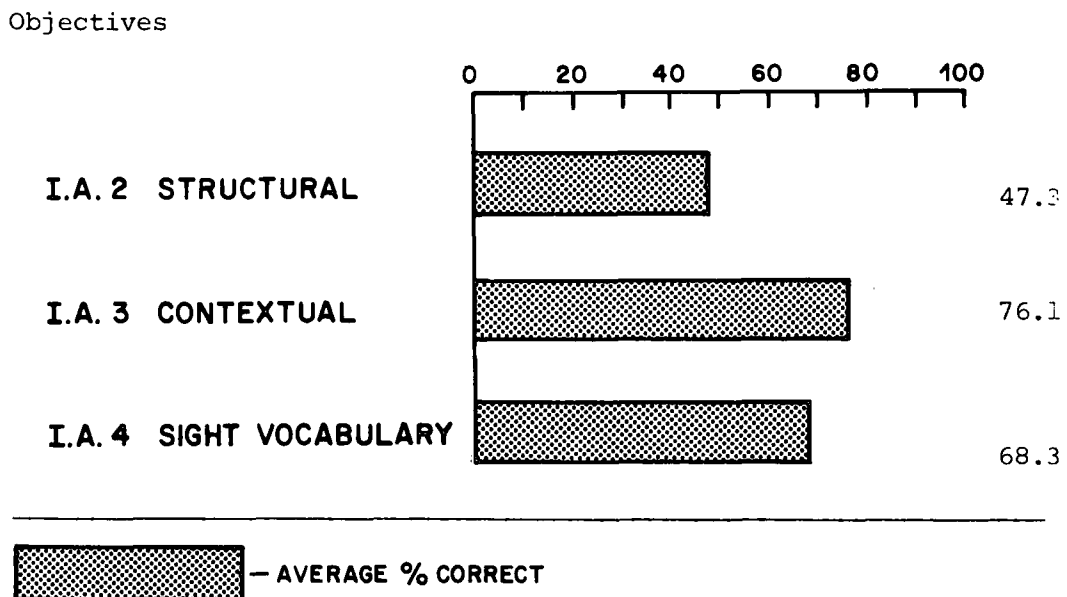


FIGURE II-4

GRADE 6 READING - MALE AND FEMALE
WORD LEVEL: MEANING THROUGH ANALYSIS
N=1597

The graph indicates a 47.3 percent average correct when using generalizations governing structural analysis to decode familiar words and a 68.3 percent average for Sight Vocabulary. The cluster of objectives for Contextual analysis has a 76.1 percent which is an average composed of 71.4 percent average for identification of words with multiple meanings and an 80.8

percent average for differentiating between connotative and denotative meaning. (See Table II-12). It appears as if grade 6 students experience difficulty in using structural analysis to decode words.

Table II-14

GRADE 6 READING - MALE AND FEMALE
CONNECTED DISCOURSE: EXPLICIT LEVEL
N=1597

II.A.1 Details

Student Outcome: Determine meaning through the use of illustrative materials, e.g., maps, diagrams, etc.

Objective: Given illustrative material, the student will determine the meaning.

EXAMPLE: (based on a map)	Items	% Correct
How far is it from Northtown to Larch by car?	13	81.8
A. 15 kilometers	14	82.7
B. 19 kilometers	15	<u>51.4</u>
C. 18 kilometers		Average % 72.0
D. 17 kilometers		

Table II-15

GRADE 6 READING - MALE AND FEMALE
CONNECTED DISCOURSE: EXPLICIT LEVEL
N=1597

II.A.2 Relationships

Student Outcome: Identify the relationship of supporting detail to the main idea.

Objective: Given a narrative the student will demonstrate the ability to identify the relationship of supporting detail to the main idea.

EXAMPLE:	Items	% Correct
Which detail supports the main idea of the story?	24	64.6
A. Sam bought only the pen.	30	57.5
B. Sam shook his head.	36	<u>53.2</u>
C. Sam looked at the dollar.		Average % 58.4
D. Sam slowly picked up the pen.		

Student Outcome: Identify the relationship between the main ideas of paragraphs within a passage and the overall main idea.

Objective: Given a narrative, the student will demonstrate the ability to describe the relationship between the main ideas of paragraphs within a passage and the overall main idea.

EXAMPLE:	Items	% Correct
What is the main idea of the first paragraph in the story?	17	44.8
A. Montreal and Toronto have grown.	25	52.8
B. Canada has two new big league baseball teams.	37	<u>59.3</u>
C. The major league has several teams.		Average % 52.3
D. Expo '67 gave the name Expos to a team.		

Table II-15 (CONTINUED)

Student Outcome: Identify the relationships among details in terms of cause and effect.

Objective: Given a passage the student will demonstrate the ability to identify the relationships among details in terms of cause and effect.

EXAMPLE:	Items	% Correct
Why were the clerks short-tempered?	38	59.1
A. They were so busy waiting on customers.	39	76.2
	40	<u>77.7</u>
B. The sidewalks were crowded with people.		Average % 71.0
C. The shoppers moved so quickly.		
D. The wind was blowing briskly.		

Table II-16

GRADE 6 READING - MALE AND FEMALE
CONNECTED DISCOURSE: EXPLICIT LEVEL
N=1597

II.A.3 Main Idea

Student Outcome: Identify the overall main idea of a longer passage.

Objective: Given a narrative, the student will demonstrate the ability to identify the main idea.

EXAMPLE:	Items	% Correct
What is the main idea of the story?	16	50.7
A. There is a need for reservations at ski resorts.	23	63.2
B. Travelling is treacherous.	35	<u>71.0</u>
C. Skiing is a popular sport.		Average % 61.6
D. Alberta has several skiing resorts.		

Student Outcome: Determine the main idea (meaning) through use of illustrative materials.

Objective: Given illustrative material, the student will determine the main idea (meaning).

EXAMPLE: (based on a graph)	Items	% Correct
What does the graph show?	41	84.7
A. Sales were lower in 1968 than sales in 1973.	42	79.5
B. Sales have increased every year.	43	<u>82.5</u>
C. Sales were nearly 110 thousand dollars in 1977.		Average % 82.2
D. Sales were just over 20 thousand dollars in 1969.		

Figure II-5 graphically depicts an average of actual student performance of the items for each objective or cluster of objectives in the category of Connected Discourse: Explicit Level.

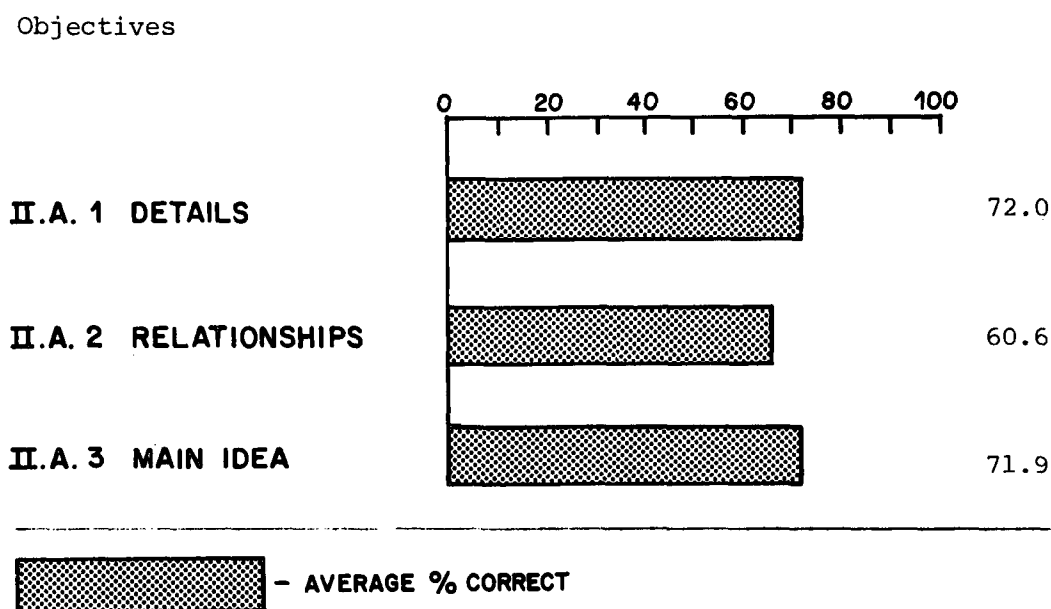


FIGURE II-5

GRADE 6 READING - MALE AND FEMALE
 CONNECTED DISCOURSE: EXPLICIT LEVEL
 N=1597

Figure II-5 indicates an average of 72.0 percent for Details, 60.6 percent for Relationships and 71.9 percent for Main Idea. It can be noted that the Relationships cluster included three objectives (See Table II-15) in which the students obtained an average of 58.4 percent correct for identifying the relationship of supporting detail to the main idea, 52.3 percent

for identifying the relationship between the main ideas of paragraphs within a passage and the overall main idea, and 71.0 percent for identifying the relationships among details in terms of cause and effect.

The two objectives which comprised the Main Idea cluster are given in Table II-16. Students obtained an average of 61.6 percent correct for identifying the overall main idea of a passage, and an average of 82.2 percent correct for determining the main idea through the use of illustrative materials. The use of illustrative material appeared to aid the students in selecting the correct response.

Table II-17

GRADE 6 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=1597

II.B.1 Details

Student Outcome: Infer detail which supports the main idea.

Objective: Given a narrative the student will demonstrate the ability to infer detail which supports the main idea.

EXAMPLE:	Items	% Correct
Which detail if added to the story would best support the main idea?	18	77.7
	26	31.6
A. Actors sometimes live in Europe because it is cheaper.	31	<u>62.5</u>
		Average % 57.3
B. Actors often live in California because of the sunshine.		
C. Actors often have to be away from their families for long periods of time.		
D. There are several well known actors who were born in Canada.		

Table II-18

GRADE 6 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=1597

II.B.2 Relationships

Student Outcome: Make inferences based on relationship among objects, patterns, words and ideas.

Objective: Given a passage, the student will demonstrate the ability to make inferences based on objects, patterns, words and ideas.

EXAMPLE:	Items	% Correct
This story is probably about a	46	55.4
A. girl who doesn't like strangers.	47	66.0
B. woman showing people her house.	48	<u>84.2</u>
		Average % 68.5
C. child who is nervous staying alone.		
D. mother dog guarding her puppies.		

Student Outcome: Recognize implied relationships among details, e.g., cause and effect.

Objective: Given a narrative the student will be able to recognize implied relationships among details.

EXAMPLE:	Items	% Correct
Which of the following suggests that hockey is a more popular sport than baseball in Canada?	27	59.9
	32	48.4
A. Canadian hockey teams are based in the most popular Canadian cities.	44	<u>85.0</u>
		Average % 64.4
B. Canada announces ice hockey scores on television and radio but never announces baseball scores.		
C. Canadian hockey teams have more interesting names than the baseball teams.		
D. Canada has had hockey teams for many years but has only recently acquired baseball teams.		

Table II-19

GRADE 6 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=1597

II.B.3 Main Idea

Student Outcome: Infer overall main idea of a longer passage.

Objective: Given a narrative the student will infer the overall main idea of a longer passage.

EXAMPLE:	Items	% Correct
What would be the best title for the story?	28	59.1
A. A Demanding Career	33	72.2
B. Staying Fit	45	<u>80.8</u>
C. How to Become Popular		Average % 70.7
D. Where to Meet Celebrities		

Student Outcome: Infer the relationship between the main idea of paragraphs within a passage and the overall main idea.

Objective: Given a narrative the student will infer the relationship between the main ideas of paragraphs within a passage and the overall main idea.

EXAMPLE:	Items	% Correct
Which detail from the story best supports the title?	19	30.7
A. It is expected that baseball will continue to grow in popularity.	29	71.0
	34	<u>29.4</u>
B. Now we have the Toronto Blue Jays.		Average % 43.7
C. Expo '67 gave the name Expos to the Montreal team.		
D. Ice hockey has been the Canadian sport for years.		

Table II-20

GRADE 6 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=1597

II.B.4a Outcomes - Predictions and Conclusions

Student Outcome: Infer attitudes and feelings of characters in stories and plays.

Objective: Given a passage from a story or play, the student will demonstrate ability to infer the attitudes and/or feelings of the characters.

EXAMPLE:	Items	% Correct
I bit my lip and shifted from foot to foot, not meeting his gaze. How do I feel?	49	56.8
	50	78.7
A. arrogant	51	<u>54.7</u>
B. confident		Average % 63.4
C. uncertain		
D. sly		

II.B.4b Outcomes - Judgment

Student Outcome: Make a judgment based on inferred details.

Objective: Given a narrative, the student will demonstrate the ability to make a judgment based on inferred details.

EXAMPLE:	Items	% Correct
What would be the best title for the story?	20	55.4
	21	83.2
A. Treacherous Travelling	22	<u>27.9</u>
B. Recommended Skiing Slopes		Average % 55.5
C. Tricky Stem Turns		
D. Accommodation Shortage		

Table II-20 (CONTINUED)

Student Outcome: Distinguish between fact and exaggeration.

Objective: Given a narrative, the student will demonstrate the ability to distinguish between fact and exaggeration.

EXAMPLE:	Items	% Correct
Susan's heart short-circuited	52	43.8
when she realized that it was	53	73.4
her turn next.		
What is the meaning of the	54	<u>60.6</u>
sentence?		
		Average % 59.3
A. Susan's heart stopped.		
B. Susan was very frightened.		
C. Susan could hardly wait for		
her turn.		
D. Susan's turn came quickly.		

The graph in Figure II-6 indicates an average of actual grade 6 student performance of the items for each objective or cluster of objectives in the category of Connected Discourse: Inferential Level.

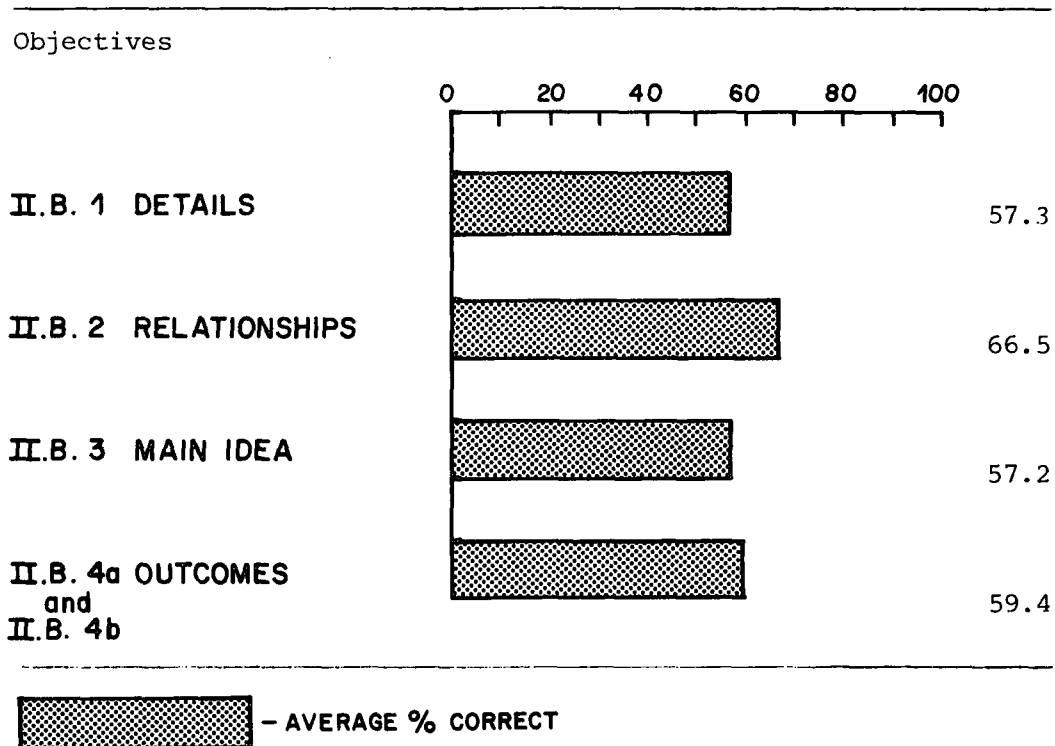


FIGURE II-6

GRADE 6 READING - MALE AND FEMALE
 CONNECTED DISCOURSE: INFERENTIAL LEVEL
 N=1597

Figure II-6 depicting Connected Discourse; Inferential Level shows an average percent correct of 57.3 for Details, 66.5 for Relationships, 57.2 for Main Idea and 59.4 for Outcomes. An overview of the cluster of objectives for Relationships (See Table II-18) indicates an average of 68.5 percent in making inferences based on relationships among objects, patterns, words and ideas; and 64.4 percent in recognizing implied relationships among details.

Table II-19 gives the objectives for the Main Idea cluster. Students obtained an average of 70.7 percent correct when inferring the overall main idea of a passage and an average of 43.7 percent correct when inferring the relationship between the main idea of paragraphs within a passage and the overall main idea.

Table II-20 gives the objectives for the Outcomes cluster. An average of 63.4 percent was obtained for predictions and conclusions and averages of 55.5 percent and 59.3 were obtained for making judgments. All percentages in this cluster tended to be low.

II.2.4 Grade 9 Reading

Table II-21

GRADE 9 READING - MALE AND FEMALE
WORD LEVEL: MEANING THROUGH ANALYSIS
N=1464

I.A.2 Structural

Student Outcome: Identify change in word usage through addition of affix.

Objective: Given a list of words the student will identify change in word usage through the addition of affix.

EXAMPLE:	Items	% Correct
The thump of the bass drums	1	80.1
could be _____ heard	2	89.8
through the paper-thin walls.	3	<u>56.5</u>
A. distinction		
B. distinctively		Average % 75.5
C. distinctly		
D. distinct		

Student Outcome: Identify prefixes and root words as meaning units in multi-syllabic words.

Objective: Given a sentence with an underlined multi-syllabic word, the student will determine the meaning of the word by identifying prefixes and root words as meaning units.

EXAMPLE:	Items	% Correct
A <u>monochromatic</u> painting, worth	4	66.3
a fortune, was acquired by the	5	41.1
Canadian art gallery.	6	<u>68.0</u>
A. having tones of one color		
B. done by one artist		Average % 58.5
C. framed with chrome		
D. painted by a Canadian		

Table II-22

GRADE 9 READING - MALE AND FEMALE
WORD LEVEL: MEANING THROUGH ANALYSIS
N=1464

I.A.3 Contextual

Student Outcome: Derive meaning by using context clues.

Objective: Given a narrative, the student will demonstrate the ability to derive word meanings from the context clues.

EXAMPLE:	Items	% Correct
In the third paragraph the word <u>arduous</u> means	7	73.6
A. difficult	8	74.9
B. ambitious	9	71.6
C. lengthy	34	79.8
D. unhurried	35	84.4
	36	<u>76.6</u>
		Average % 76.8

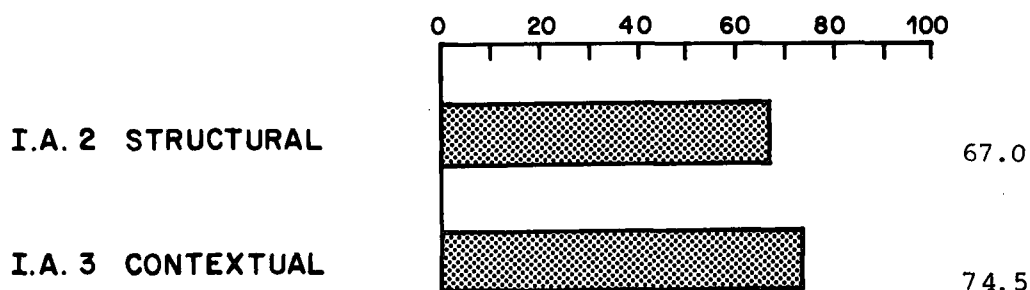
Student Outcome: Identify the meaning of a word with multiple meanings, by using context.

Objective: Given a narrative, the student will demonstrate the ability to identify the meaning of a word with multiple meanings, by using context.

EXAMPLE:	Items	% Correct
The word <u>cost</u> in the last paragraph means	13	65.0
A. sacrifice	14	77.3
B. value	15	<u>67.7</u>
C. price	Average % 70.0	
D. profit		

The graph in Figure II-7 depicts an average of actual male and female student performance of the items for each cluster of objectives in the category of Word Level: Meaning Through Analysis.

Objectives



 - AVERAGE % CORRECT

FIGURE II-7

GRADE 9 READING - MALE AND FEMALE
WORD LEVEL: MEANING THROUGH ANALYSIS
N=1464

Figure II-7 indicates an average percent correct of 67.0 for Structural analysis and 74.5 for Contextual analysis. It can be noted in Table II-21 that the performance of students for the objectives in the Structural cluster were as follows: 75.5 percent correctly identified change in word usage through the addition of affix and 58.5 percent correctly determined the meaning of multisyllabic words by identifying prefixes and root words as meaning

units. The Contextual cluster (See Table II-22) was comprised of an average of 76.8 percent correct when meaning was derived by using context clues, and 70.0 percent correct when using context to identify the meaning of a word with multiple meanings. It would appear that students experienced the greatest difficulty in this category when using structural analysis to identify words.

Table II-23

GRADE 9 READING - MALE AND FEMALE
CONNECTED DISCOURSE: EXPLICIT LEVEL
N=1464

II.A.1 Details

Student Outcome: Isolate detail explicitly represented in graphic material.

Objective: Given graphic material, the student will isolate detail explicitly presented in graphic material.

EXAMPLE: (based on a chart)	Items	% Correct
According to the chart, which of the following statements is correct?	16	58.4
	18	59.5
A. The Annual Savings have increased at the same rate as the Annual Sales.	19	<u>50.3</u>
		Average % 56.1
B. The number of members has steadily increased from 1970 - 1977.		
C. The Annual Sales in 1977 were twice as high as the sales in 1970.		
D. The Annual Sales have steadily increased from 1970 - 1977.		

Table II-24

GRADE 9 READING - MALE AND FEMALE
CONNECTED DISCOURSE: EXPLICIT LEVEL
N=1464

II.A.2 Relationships

Student Outcome: Determine cause and effect in terms of events, people, time and places.

Objective: Given a narrative, the student will determine cause and effect.

EXAMPLE:	Items	% Correct
Why were there people lying on the ground?	21	62.8
A. They were simulating injured people.	24	58.9
	25	<u>59.2</u>
B. They had been injured.		Average % 60.3
C. They were playing a joke on someone.		
D. They were waiting for instructions.		

Student Outcome: Identify explicitly stated comparison and contrast relationship.

Objective: Given a passage, the student will identify explicitly stated comparison and contrast relationship.

EXAMPLE:	Items	% Correct
The passage indicates that	31	40.1
A. women's styles of the '60s were similar to those of the '20s.	32	74.4
	33	<u>40.0</u>
B. men's styles of the '60s were similar to those of the turn of the century.		Average % 51.5
C. modern styles are similar to those of the '20s.		
D. styles of the '60s were similar to those of the '30s.		

Table II-24 (CONTINUED)

Student Outcome: Identify the stated interrelationship among explicitly stated ideas.		
Objective: Given a narrative, the student will identify the stated interrelationships among explicitly stated ideas.		
EXAMPLE:	Items	% Correct
It's obvious that the earth must radiate as much energy as it absorbs because	10	84.3
	26	80.5
A. the temperature of the earth has stayed the same for thousands of years.	27	<u>64.5</u>
		Average % 76.4
B. long-wave radiation escapes into space.		
C. the temperature of the earth drops at night.		
D. atmospheric carbon dioxide and water vapor absorb radiation.		

Table II-25

GRADE 9 READING - MALE AND FEMALE
 CONNECTED DISCOURSE: EXPLICIT LEVEL
 N=1464

II.A.3 Main Idea

Student Outcome: Identify main idea given in initial explicit statement.

Objective: Given a narrative the student will identify the main idea given in the initial explicit statement.

EXAMPLE:	Items	% Correct
What is the main idea of the first paragraph?	22	76.2
A. Styles have changed only during this century.	28	65.5
	37	<u>70.2</u>
B. There have been changes in styles during this century.		Average % 70.6
C. Change in styles only affects those who are interested in fashion.		
D. Fashion critics closely follow changes in style.		

Student Outcome: Identify main idea given in summary explicit statement.

Objective: Given a narrative, the student will identify the main idea given in the summary explicit statement.

EXAMPLE:	Items	% Correct
What is the main idea of the last sentence?	11	62.9
A. The term "greenhouse effect" is derived from a comparison.	23	89.1
	29	<u>40.9</u>
B. A greenhouse always had glass to trap wavelengths.		Average % 64.3
C. There are several atmospheric phenomena.		
D. The atmosphere is sometimes called the "greenhouse effect".		

Figure II-8 graphically depicts an average of actual grade 9 student performance of the items for each objective or cluster of objectives in the category of Connected Discourse: Explicit Level.

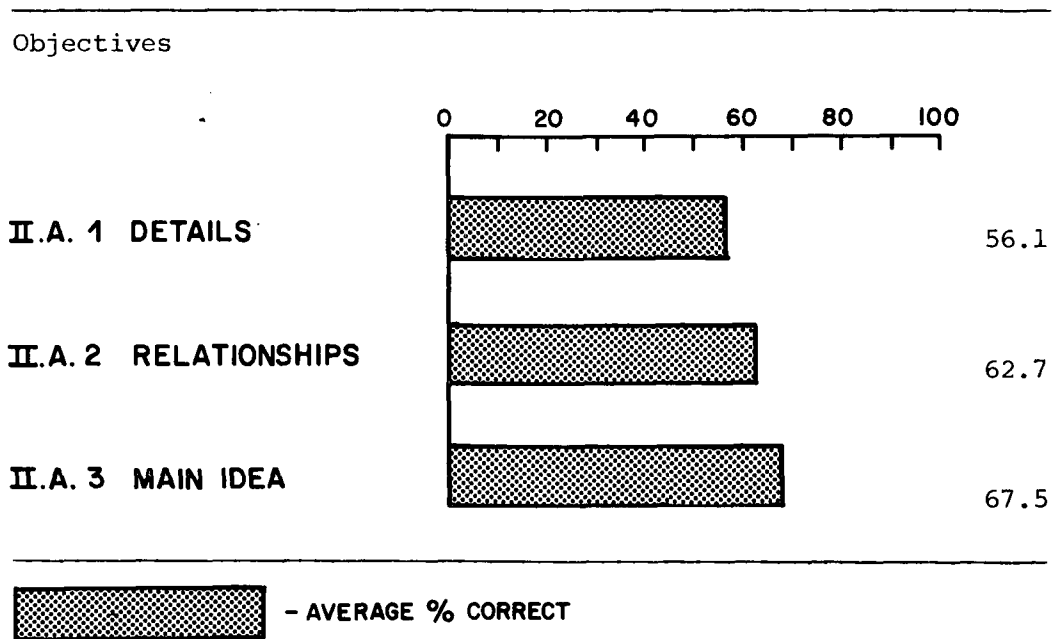


FIGURE II-8

GRADE 9 READING - MALE AND FEMALE
 CONNECTED DISCOURSE: EXPLICIT LEVEL
 N=1464

Figure II-8 depicts an average of 56.1 percent correct for the Details objective in which students isolate detail which is presented in graphic material. Figure II-8 also indicates averages of 62.7 percent correct and 67.5 percent correct for the Relationships and Main Idea clusters respectively.

Table II-24 gives an overview of the Relationships cluster in which an average of 60.3 percent correct was obtained when cause and effect were determined in terms of events, people, time and places; 51.5 percent was obtained when comparison and contrast relationships were identified; and 76.4 percent was obtained when stated interrelationship among explicitly stated ideas was identified.

Table II-25 gives an overview of the objectives in the Main Idea cluster with an average of 70.6 percent correct for identifying main idea given in initial explicit statement and 64.3 percent correct for identifying main idea given in a summary explicit statement. It would appear that students experienced the most difficulty in this category when identifying Details. It can also be noted, however, that achievement was not high in any of the clusters.

Table II-26

GRADE 9 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=1464

II.B.2 Relationships

Student Outcome: Infer meaning of graphic material.

Objective: Given a set of graphic material, the student will infer meaning.

EXAMPLE: (based on a graph)	Items	% Correct
What can be determined from the graph?	17	47.8
A. The reason for the increase in membership is an increase in population.	42	47.3
	43	<u>82.5</u>
		Average % 59.2
B. There has been a steady increase in membership from 1966 to 1976.		
C. Each year the same type of membership drive was used.		
D. The number of members will remain constant in 1978.		

Student Outcome: Infer relationship between specifics and a generalization.

Objective: Given a generalization based on a narrative, the student would determine which specific detail from the narrative supports the generalization.

EXAMPLE:	Items	% Correct
What can be concluded from the idea that Betty's boss arranged for her to meet his brother?	45	53.3
	46	87.6
A. The boss thought that Betty had worked at her present job long enough.	47	<u>72.1</u>
		Average % 71.0
B. The boss know that Betty would like to meet his brother.		
C. The boss thought Betty would quit her job if she didn't travel soon.		
D. The boss was convinced that Betty could handle the job of looking after his niece.		

Table II-26 (CONTINUED)

Student Outcome: Infer the interrelationship among ideas.		
Objective: Given a narrative, the student will infer the interrelationship among ideas.		
EXAMPLE:	Items	% Correct
According to the passage,	48	56.8
Canadians have been convinced	49	73.3
that		
A. Participaction advocates the	50	<u>75.4</u>
most beneficial natural food		
diet.		Average % 68.5
B. Proper diet and exercise		
programs will make them		
more fit.		
C. Participaction advocates the		
most beneficial exercise		
program.		
D. Proper diet and exercise		
programs will make them		
more popular.		

Table II-27

GRADE 9 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=1464

II.B.3 Main Idea

Student Outcome: Infer main idea of paragraphs that have no topic sentences.

Objective: Given a passage, the student will infer main ideas from paragraphs that have no topic sentences.

EXAMPLE:	Items	% Correct
What is the main idea of the passage?	51	52.2
A. The union and the city hold negotiation sessions every three months.	54	63.1
	57	<u>57.1</u>
		Average % 57.5
B. Official negotiations between the union and the city have not been held.		
C. There is a current labor dispute between the city and the union.		
D. There are a lot of messages sent back and forth during labor disputes.		

Student Outcome: Infer unstated main idea of graphic material.

Objective: Given graphic material, the student will infer main idea.

EXAMPLE: (based on a chart)	Items	% Correct
What is the main idea of the chart?	20	55.9
A. The greatest increase in Company's growth has been from 1970-1977.	41	78.8
	44	<u>49.4</u>
		Average % 61.4
B. Company growth is based on membership, sales and savings.		
C. There has been a continuous increase of company sales from 1970-1977.		
D. There has been an increase in annual savings which have not kept pace with annual sales.		

Table II-28

GRADE 9 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=1464

II.B.4a Outcomes - Predictions and Conclusions

Student Outcome: Arrive at a general principle after examining a series of details.

Objective: Given a series of details, the student will use these details to arrive at a general principle.

EXAMPLE:	Items	% Correct
What can be concluded from the passage?	38	61.5
A. Little attention has been given to the messages which have been sent back and forth.	52	76.5
	55	<u>41.9</u>
		Average % 60.0
B. The city and the union will not begin negotiating again.		
C. There will not be an immediate settlement in the labor dispute.		
D. It is certain that the union will strike.		

Student Outcome: Form generalizations based on details.

Objective: Given a passage containing details, the student will form generalizations based on these details.

EXAMPLE:	Items	% Correct
What is suggested in the passage?	39	57.6
A. All cities become involved in labor disputes with their unions.	53	67.3
	56	<u>65.4</u>
		Average % 63.4
B. Cities sometimes have to negotiate with their unions in order to settle labor disputes.		
C. Unions are always dissatisfied about wages.		
D. All unions are able to go out on strike.		

Table II-28 (CONTINUED)

 II.B.4b Outcomes - Judgments

Student Outcome: Make inferences concerning the validity of details.

Objective: Given a passage, the student will infer the validity of details.

EXAMPLE: (based on an advertisement)	Items	% Correct
The statement that the glue	59	54.0
is "not flammable is probably	60	77.4
A. untrue	61	<u>76.4</u>
B. an unsubstantiated claim		Average % 69.3
C. a substantiated claim		
D. inaccurate description		

Student Outcome: Differentiate between fact and opinion.

Objective: Given a passage with fact and opinion, the student will correctly identify which is fact and which is opinion.

EXAMPLE:	Items	% Correct
Which of the following is an opinion?	12	78.6
A. Nothing is more inspiring than this story.	40	88.3
	58	<u>72.3</u>
B. The movement to the West took place more than seventy-five years ago.		Average % 79.7
C. Many people risked their lives.		
D. Many people endured great hardships		

Table II-29

GRADE 9 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=1464

II.B.5 Purpose

Student Outcome: Evaluate content in terms of purpose.

Objective: Given a passage, the student will evaluate
the content in terms of the author's purpose.

EXAMPLE:	Items	% Correct
What is the author trying to explain in the above passage?	30	42.5
	62	78.8
A. the earth's atmosphere	63	<u>64.2</u>
B. the earth's constant temperature		Average % 61.8
C. the earth's radiation		
D. the earth's re-radiation		

Table II-30

GRADE 9 READING - MALE AND FEMALE
 CONNECTED DISCOURSE: INFERENTIAL LEVEL
 N=1464

 II.B.6 Tone

Student Outcome: Recognize implied sarcasm and criticism.

Objective: Given a group of sentences, the student will
 be able to recognize implied sarcasm and
 criticism.

EXAMPLE:	Items	% Correct
Which of the statements is criticizing?	64	50.4
A. Some of my friends have a lot of new clothes.	65	75.6
B. The new blue jeans have straight legs rather than flared.	66	<u>62.6</u>
C. Most of the teenagers are wearing the new fashion in blue jeans.		Average % 62.9
D. Some of my friends can't seem to color coordinate their clothes.		

The graph in Figure II-9 indicates an average of actual grade 9 student performance of the items for each cluster of objectives in the category of Connected Discourse: Inferential Level.

Objectives

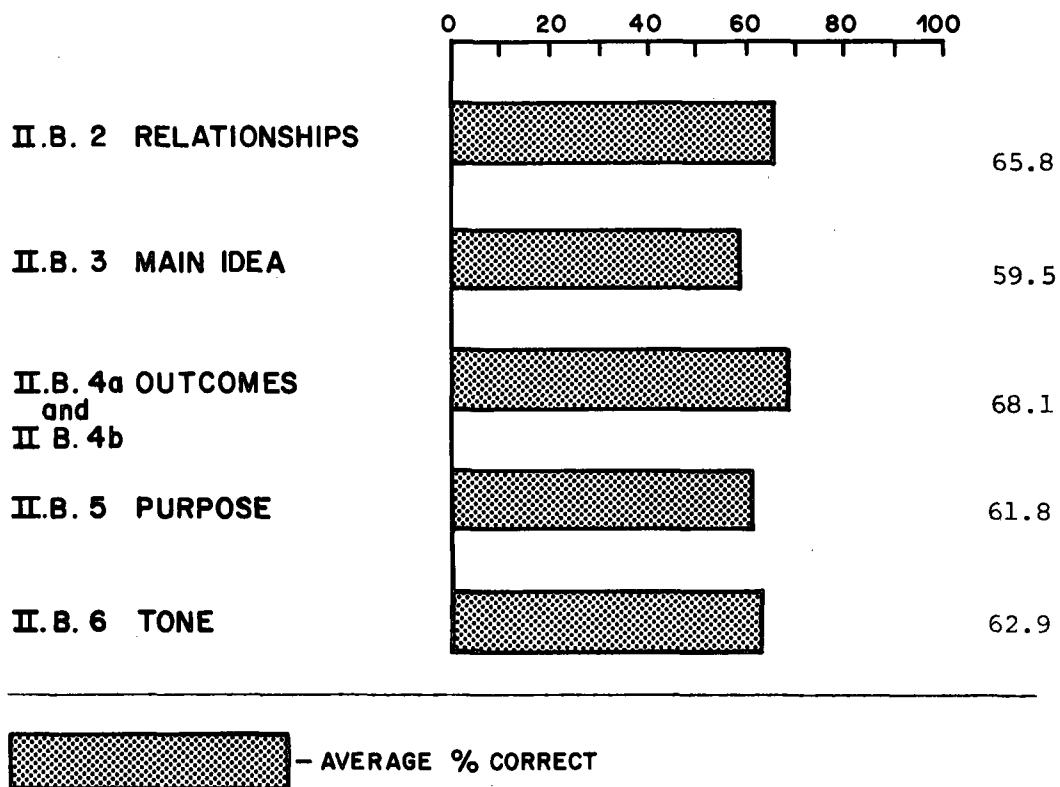


FIGURE II-9

GRADE 9 READING - MALE AND FEMALE
 CONNECTED DISCOURSE: INFERENTIAL LEVEL
 N=1464

Figure II-9 indicates an average of 65.8 percent correct for the Relationships cluster, 59.5 percent correct for the Main Idea cluster, 68.1 percent correct for the Outcomes cluster, 61.8 percent correct for the Purpose objective, and 62.9 percent correct for the Tone objective.

A more comprehensive overview of the clusters of objectives is given in the tables. Table II-26 indicates that an average of 59.2 percent correctly inferred meaning of graphic material, 71.0 percent correctly inferred relationship between specifics and a generalization, and 68.5 percent correctly inferred the interrelationship among ideas.

Table II-27 which depicts the Main Idea cluster indicates that 57.5 percent correctly inferred the main idea of paragraphs which have no main idea, and 61.4 percent correctly inferred the unstated main idea of graphic material.

The Outcomes cluster indicates averages of 60.0 percent and 63.4 percent for making predictions and conclusions, and 69.3 percent and 79.7 percent for making judgments.

At the Inferential Level the highest achievement (68.1%) was in Outcomes, however, all percentages in this category tended to be low.

II.2.5 Grade 12 Reading

Table II-31

GRADE 12 READING - MALE AND FEMALE
 WORD LEVEL: MEANING THROUGH ANALYSIS
 N=915

I.A.2 Structural

Student Outcome: Use structural elements (syllables, roots, affixes) of known word forms to attack unfamiliar words including compounds.

Objective: Given a sentence with an unfamiliar word the student will use structural elements (syllables, roots, affixes) of known word forms to attack unfamiliar words including compounds.

EXAMPLE:

The patient constantly complained about pain in the supraorbital region.

	Items	% Correct
	1	61.9
	2	64.7
A. on the foot	3	52.8
B. near the nose	4	48.0
C. above the eye socket	5	60.1
D. in the mouth	6	<u>86.3</u>

Average % 62.3

Table II-32

GRADE 12 READING - MALE AND FEMALE
WORD LEVEL: MEANING THROUGH ANALYSIS
N=915

I.A.3 Contextual

Student Outcome: Identify cognitive connotation or denotative meaning from use.

Objective: Given sentences containing underlined words, the student will demonstrate the ability to identify cognitive connotation or denotative meaning from use.

EXAMPLE:	Items	% Correct
The author <u>painted</u> a very	7	89.0
accurate picture of the first		
Canadian Prime Minister, Sir	8	39.9
John A. Macdonald.	9	<u>60.9</u>
A. produced with ink sketches		
B. described in words		Average % 63.3
C. portrayed using pigment		
D. represented in paint		

Student Outcome: Identify concrete details which give meaning to an abstract form.

Objective: Given a passage, the student will specify those concrete details which give meaning to an abstract term.

EXAMPLE:	Items	% Correct
Which of the following details		
supports the statement that	22	67.5
Olsen now has a productive career?	23	65.1
A. He has a good memory so he	24	<u>75.2</u>
quickly learns his scripts.		
B. He says his football experience helps his acting.		Average % 69.3
C. He has signed with NBC Sports as a football commentator.		
D. He earlier took lessons in broadcasting and acting.		

Table II-32 (CONTINUED)

Student Outcome: Identify emotive connotation in a word in context.		
Objective: Given four sentences each containing the same word, the student will identify which sentence uses the emotive connotation of a word.		
EXAMPLE:	Items	% Correct
In which of the following sentences is the word <u>destruction</u> used to communicate emotion?	11	81.6
	12	70.3
	13	<u>82.6</u>
A. The farmers fought the battle of weed <u>destruction</u> .		Average % 78.2
B. The <u>destruction</u> which faces a growing proportion of Canada's wildlife must be stopped.		
C. The demolition crew began the <u>destruction</u> of the abandoned building.		
D. The <u>destruction</u> caused by the flood was reported on the radio.		

The graph in Figure II-10 depicts an average of actual grade 12 student performance of the items for the structural objective and the cluster of objectives for Contextual analysis in the category Word Level: Meaning Through Analysis.

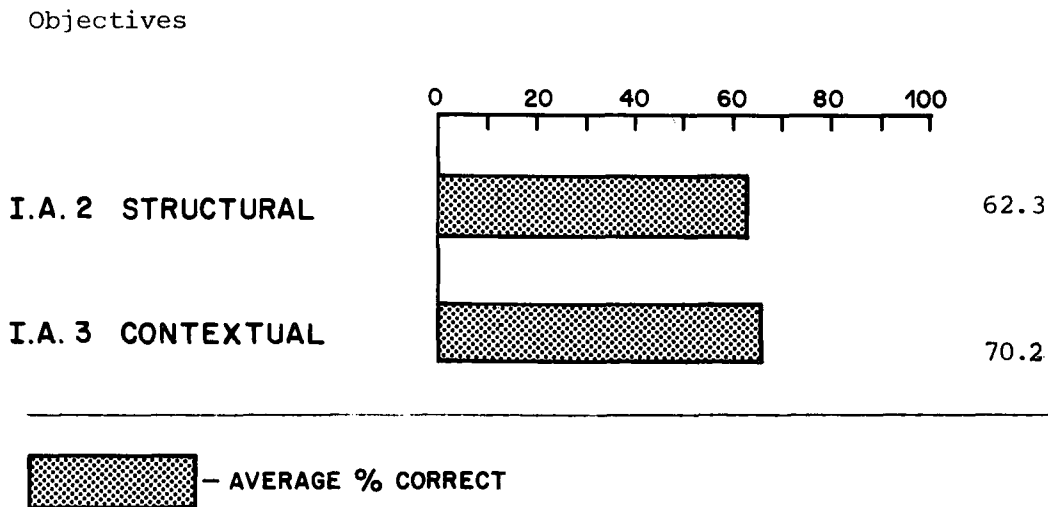


FIGURE II-10

GRADE 12 READING - MALE AND FEMALE
WORD LEVEL: MEANING THROUGH ANALYSIS
N=915

Figure II-10 depicts an average of 62.3 percent correct for the Structural objective and 70.2 percent correct for the cluster of Contextual objectives. An overview of the Contextual objectives is given in Table II-32 which indicates that 63.3 percent correctly identified cognitive connotation or denotation meaning from use; 69.3 percent correctly identified concrete details which give meaning to an abstract form; Table II-31

indicates that 62.3 correctly used structural elements of known word forms to attack unfamiliar words including compounds. It would appear from Figure II-10 that students were more proficient in using Contextual analysis than Structural analysis.

Table II-33

GRADE 12 READING - MALE AND FEMALE
CONNECTED DISCOURSE: EXPLICIT LEVEL
N=915

II.A.2 Relationships

Student Outcome: Determine the effect on meaning of transitional words and phrases.

Objective: Given a passage, the student will determine how the underlined transitional word or phrase affects the meaning of the passage.

EXAMPLE:	Items	% Correct
<u>However</u> indicates that	14	86.7
A. Subsequently I was glad I didn't see it.	15	57.4
B. Later on I was glad I didn't see it.	16	<u>87.9</u>
		Average % 77.3
C. In spite of that I'm glad I didn't see it.		
D. There are several reasons for being glad.		

Student Outcome: Recall chronological order when unusual sequence is used by the writer, e.g., flashback.

Objective: Given a passage, the student will demonstrate the ability to identify chronological order of events, even though the author has used unusual sequence.

EXAMPLE:	Items	% Correct
What happened first in the author's dream?	29	68.5
A. He was flying over the city.	32	55.0
B. He had acquired a pair of wings.	47	<u>64.4</u>
		Average % 62.6
C. He was an eagle.		
D. He was foundering and lost.		

Table II-34

GRADE 12 READING - MALE AND FEMALE
 CONNECTED DISCOURSE: EXPLICIT LEVEL
 N=915

II.A.3 Main Idea

Student Outcome: Identify which of several closely related and explicitly stated ideas is the main idea.

Objective: Given a passage, the student will identify which of several closely related and explicitly stated ideas is the main idea.

EXAMPLE:	Items	% Correct
What is the main idea of the first paragraph in the passage?	30	85.1
	34	95.1
A. The opera story was incredible.	35	<u>48.6</u>
B. The music critic enjoyed the performance of the opera for several reasons.		Average % 76.3
C. Several people had roles in the opera.		
D. The singing in the opera was superb.		

Figure II-11 graphically depicts an average of actual grade 12 student performance of the items for the cluster of Relationships objective and the Main Idea objective in the category of Connected Discourse: Explicit Level.

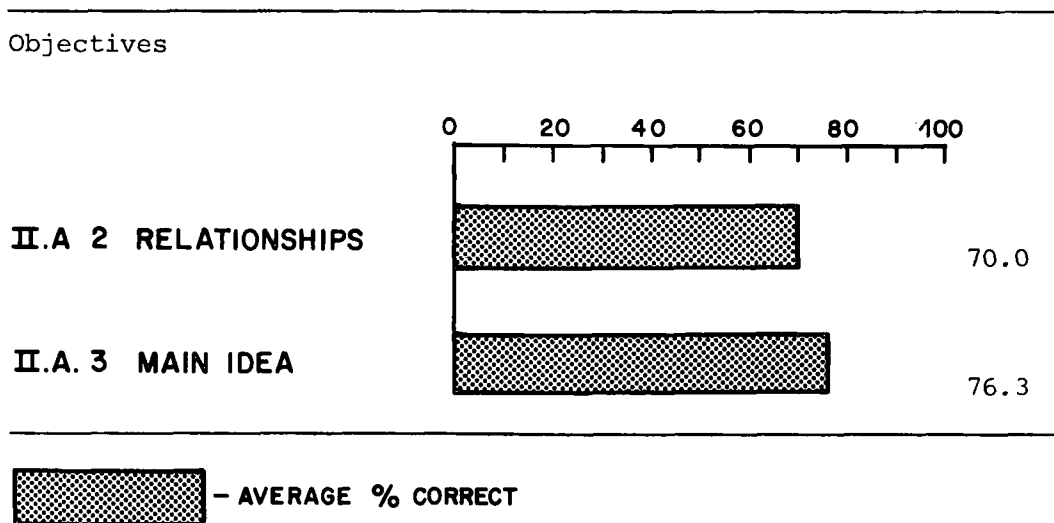


FIGURE II-11

GRADE 12 READING - MALE AND FEMALE
 CONNECTED DISCOURSE: EXPLICIT LEVEL
 N=915

Figure II-11 indicates an average of 70.0 percent correct for the Relationships cluster and 76.3 percent correct for the Main Idea objective. Table II-33 gives a breakdown of the Relationships cluster. This table indicates that 77.3 percent correctly determined how transitional words and phrases affect the meaning of a passage, and 62.6 percent correctly recalled chronological order when an unusual sequence was used by the writer.

Table II-35

GRADE 12 READING - MALE AND FEMALE
 CONNECTED DISCOURSE: INFERENTIAL LEVEL
 N=915

 II.B.1 Details

Student Outcome: Infer character traits.

Objective: Given a passage, the student will demonstrate the ability to infer character traits of the persons referred to in the passage.

EXAMPLE:	Items	% Correct
What characteristic best describes Merlin Olsen?	25	60.4
A. farsighted	36	67.0
B. egotistical	42	<u>92.4</u>
C. lackadaisical		Average % 73.3
D. haughty		

Table II-36

GRADE 12 READING - MALE AND FEMALE
 CONNECTED DISCOURSE: INFERENTIAL LEVEL
 N=915

II.B.2 Relationships

Student Outcome: Identify analogy and explain its effect on meaning.

Objective: Given a passage, the student will identify the analogy and explain how it affects the meaning.

EXAMPLE:	Items	% Correct
The second analogy in this paragraph is between	10	64.4
A. space and the spectators	18	77.7
B. space and the model	19	<u>57.5</u>
C. space and the mirror		Average % 66.5
D. space and the model's gaze.		

Student Outcome: Infer relationship of figurative language to theme (topic).

Objective: Given a passage, the student will infer the relationship of figurative language to theme.

EXAMPLE:	Items	% Correct
I admit that each compliment is a shiny medal that I will pin to my memory.	58	39.2
	59	42.2
A. the most memorable compliments	60	<u>63.1</u>
B. the importance of a compliment		Average % 48.2
C. the most valued compliments		
D. the collection of shiny medals		

Table II-37

GRADE 12 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=915

II.B.3 Main Idea

Student Outcome: Infer main idea in absence of explicit statement of such.

Objective: Given a passage, the student will infer the main idea in absence of explicit statement of such.

EXAMPLE:	Items	% Correct
What is the main idea of the passage?	17	70.9
A. Fashion models move in circles.	20	83.3
	33	<u>93.8</u>
B. Fashion models are very slender.		Average % 82.7
C. Fashion models enjoy looking in mirrors.		
D. Fashion models behave impersonally.		

Student Outcome: Recognize main assumption inherent in a passage, e.g., propaganda.

Objective: Given a passage, the student will be able to recognize main assumption inherent in a passage.

EXAMPLE:	Items	% Correct
The details which comprise Durham's assessment of the opera are	37	76.5
	38	60.3
A. conflicting	39	<u>63.8</u>
B. propaganda		Average % 66.9
C. accurate		
D. inappropriate		

Table II-38

GRADE 12 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=915

II.B.4a Outcomes - Predictions and Conclusions

Student Outcome: Infer the social context of a piece of writing.

Objective: Given a passage, the student will infer the social context in the writing.

EXAMPLE:	Items	% Correct
In what publication would this passage most likely appear?	26	50.6
	31	88.0
A. <i>Reader's Digest</i>	53	<u>44.8</u>
B. a newspaper		Average % 61.1
C. a pamphlet		
D. <i>Ladies' Home Journal</i>		

Student Outcome: Infer characters' motives, emotions, and attitudes.

Objective: Given a passage, the student will demonstrate the ability to infer characters' motives, emotions, and attitudes.

EXAMPLE:	Items	% Correct
How can Merlin Olsen's outlook on life be described?	27	59.8
	43	59.0
A. optimistic	44	<u>91.9</u>
B. pessimistic		Average % 70.2
C. skeptical		
D. exuberant		

Table II-38 (CONTINUED)

 II.B.4b Outcomes - Judgments

Student Outcome: Prioritize the importance of information details.

Objective: Given a passage, the student will demonstrate the ability to prioritize the importance of information details.

EXAMPLE:	Items	% Correct
How could the details that support Durham's assessment of the opera be described?	28	85.3
	40	64.2
A. The details are unbelievable because he only saw the opera once.	41	<u>92.4</u>
		Average % 80.6
B. The details are appropriate because people will be confused by his inconsistency.		
C. The details are accurate because they are printed in the newspaper.		
D. The details are appropriate because it is his job to "tell it like it is."		

Student Outcome: Distinguish between fact and hypothesis.

Objective: Given a passage, the student will distinguish between fact and hypothesis.

EXAMPLE:	Items	% Correct
Which of the following details in the passage is an hypothesis?	48	73.4
	51	68.7
A. Sir Mitter's records show only one male.	52	<u>91.5</u>
		Average % 77.9
B. The calico cat is nearly always female.		
C. The calico cat is also called the tortoise-shell cat.		
D. The demand for tortoise-shell cats will increase.		

TABLE II-38 (CONTINUED)

Student Outcome: Determine the bias of the author from elements of the passage.		
Objective: Given a passage, the student will determine the bias of the author from elements in the passage.		
EXAMPLE:	Items	% Correct
This passage suggests that the author	21	81.9
A. does not admire models	45	86.5
B. knows many models	49	<u>72.2</u>
C. is impressed with models		Average % 80.2
D. has written many articles about models		

Table II-39

GRADE 12 READING - MALE AND FEMALE
CONNECTED DISCOURSE: INFERENTIAL LEVEL
N=915

II.B.5 Purpose

Student Outcome: Infer purpose from tone of passage.

Objective: Given a passage, infer the purpose from its tone.

EXAMPLE:	Items	% Correct
What was the author's main purpose for writing the passage?	46	74.4
	50	75.1
A. to persuade	54	<u>53.9</u>
B. to explain		Average % 67.8
C. to inform		
D. to entertain		

Student Outcome: Determine the purpose of technical devices such as capitalized words and italicized words.

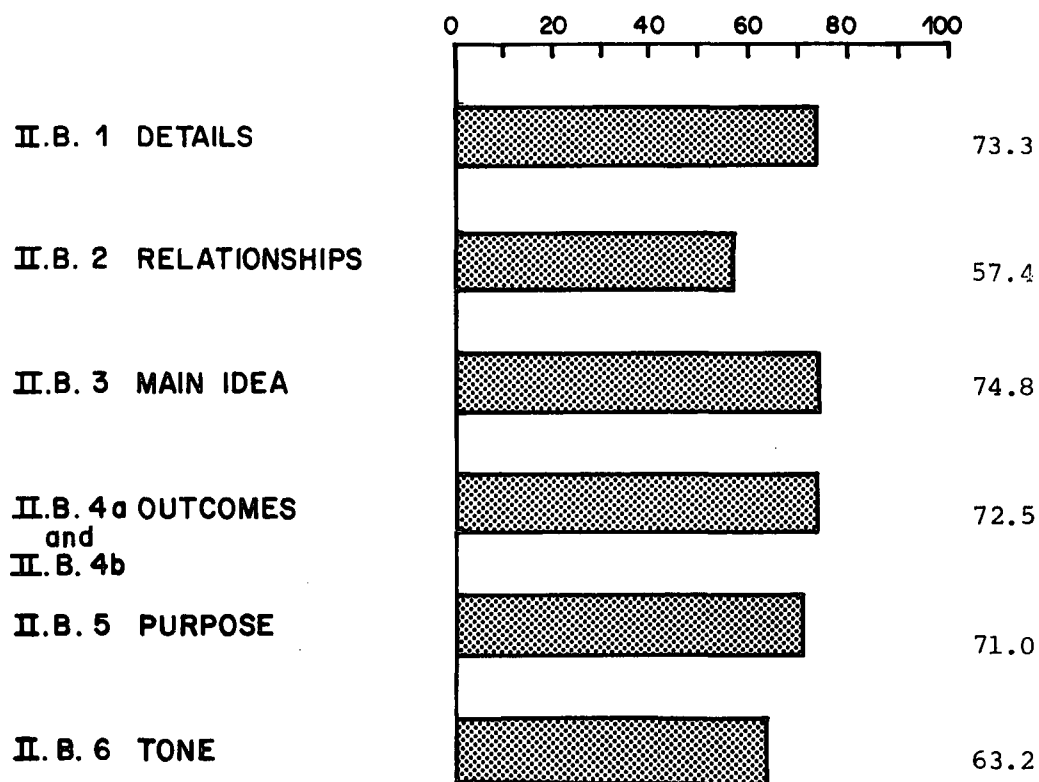
Objective: Given a sentence, the student will determine the purpose of technical devices such as capitalized words and italicized words.

EXAMPLE:	Items	% Correct
The food, clothing, and housing of the ghetto population add up to one word - <i>poverty</i> .	55	82.1
	56	68.6
In the sentence the word <i>poverty</i> is in italics	57	<u>71.9</u>
		Average % 74.2
A. to indicate an emphatic word		
B. to indicate a title		
C. to indicate a foreign word		
D. to indicate an example		

Average % 59.5

The graph in Figure II-12 indicates an average of actual grade 12 student performance of the items for the Details objective and the clusters of objectives in Relationships, Main Idea, Outcomes, Purpose, and Tone in the category of Connected Discourse: Inferential Level.

Objectives



 - AVERAGE % CORRECT

FIGURE II-12

GRADE 12 READING - MALE AND FEMALE
 CONNECTED DISCOURSE: INFERENTIAL LEVEL
 N=915

Figure II-12 indicates an average of 73.3 percent correct for the Details objective, 57.4 percent correct for the Relationships cluster, 74.8 percent correct for the Main Idea cluster, 72.5 percent for the Outcomes cluster, 71.0 percent for the Purpose cluster, and 63.2 percent for the Tone cluster. A more comprehensive overview of the objectives which make up the clusters can be obtained by referring to the tables.

Table II-36 on Relationships states that an average of 66.5 percent correctly identified analogy and explained its affect on meaning, and 48.2 percent correctly inferred the relationship of figurative language to theme (topic).

Table II-37 gives an overview of Main Idea in which 82.7 percent correctly inferred main idea in absence of explicit stating of the main idea, and 66.9 percent recognized the main assumption inherent in a passage.

Table II-38 on Outcomes averages of 61.1 percent and 70.2 percent when making predictions and conclusions and averages of 80.6, 77.9 and 80.2 when making judgments.

At the Inferential Level it appears as if the students experienced the most difficulty in inferring relationships and also in inferring the tone used by an author when writing a passage.

3. WRITING RESULTS

II.3.1 Introduction

Summaries of all analyzed data pertaining to the writing student outcomes/objectives for grades 3, 6, 9 and 12 are contained in this section of Part II. The results include an examination of the scores achieved for each objective.

All data was reviewed by a Results Interpretation Panel. The discussion and conclusions from this Panel have been compiled in a separate report.

All writing tests were hand-scored by a team of markers using the Proofreading Marking Scales, the Holistic Marking Scale, and the Descriptive Marking Scales.

Student performance was analyzed on the basis of the variable of sex. Summaries of data pertaining to the writing performance of male and female students are included in this section. Areas which show significant differences are reported.

For purposes of this assessment, the objectives of writing instruction, as selected for the study, have been grouped into two categories: Extended Discourse, and Proofreading. In the Extended Discourse, which required a writing product, objectives were scored using the Holistic Marking Scale which was the same for all grade levels. The Holistic Marking Scale was based on a total of five; however, as each writing product was scored by two markers, the reporting has been done on a total of 10.

The Extended Discourse objectives were also scored using a Descriptive Marking Scale for each grade level.

The Proofreading section of each test which evaluated capitalization, spelling, punctuation, and sentence writing, was scored using the Proofreading Marking Scale appropriate to each grade level. All marking scales used to assess the writing data have been included in the tables which report the data for each grade level.

II.3.2 Grade 3 Writing

Table II-41 identifies the student outcomes/objectives which formed the basis of the assessment of Extended Discourse for males and females at the grade 3 level. Table II-41 also indicates the percentages of students obtaining the various scores. The writing product which was required for this part of the assessment was evaluated using the following Descriptive Marking Scale:

DESCRIPTIVE MARKING SCALE - GRADE 3

<u>Objective</u>	<u>Scale</u>
I.1	4= Ideas, however divergent relate to topic 3= Fluctuation but focus in on topic 2= Avoids topic 1= Insufficient evidence
I.2	4= Unifies all elements into a totality 3= Totality lacks one element only 2= Totality lacks more than one element 1= Insufficient evidence

ObjectiveScale

- | | |
|------|---|
| I.3 | 4= Structures independent units of thought
3= Slight inconsistency in structuring thought
2= Structural inadequacy confuses thought
1= Insufficient evidence |
| I.3 | 4= Capitalizes and punctuates correctly (1 error)
3= Errors in punctuation and capitalization (2 or 3)
2= Errors in capitalization and punctuation (4 or more)
1= Insufficient evidence |
| I.6 | 4= Uses words correctly in terms of sentence function
3= Error in form for function only, e.g., adverb incorrect
2= Word use detracts from unity, coherence and emphasis of totality
1= Insufficient evidence |
| I.7 | 4= Use of vivid, descriptive words and phrases
3= Word choice ordinary and functional
2= Paucity of vocabulary indicated
1= Insufficient evidence |
| I.8 | 4= Spelling proficient to the point that it attracts little or no attention
3= Few errors in high frequency words that fail to detract from impact of totality
2= Spelling errors detract from readability and impression
1= Insufficient evidence |
| I.9 | 4= Creative, and a reach for style
3= Readable, correct, and conventional
2= Evidence of errors and weaknesses negate possibility of favourable impression
1= Insufficient evidence |
| I.10 | 4= Legible and indicative of respect for reader
3= Readable
2= Presents difficulty to reader appreciation
1= Insufficient evidence |

The assignment which was given to grade 3 for the assessment of Extended Discourse was as follows:

DIRECTIONS: One night Kirstin climbed into bed, snuggled down, and went to sleep. During the night she had a dream about a strange and horrible creature. Write a story about this creature.

Remember that an interesting story has a beginning, middle, and end. It tells who or what the story is about. It tells where the story takes place and it tells what happens. Write your story below.

The Descriptive Marking Scale which was used to obtain the results in Table II-41 was developed so that four (4) and three (3) denote the more positive aspects of the writing product, and two (2) a more negative aspect. The one (1) indicates that there was insufficient material written for evaluation purposes.

Table II-41 indicates that the following percentages of students received a three (3) or four (4):

I.1 Limits content to topic	94.3
I.2 Develops topic	79.5
I.3 Sentences (Structure and Mechanics)	51.0
I.6 Vocabulary usage	84.6
I.7 Vocabulary breadth	84.2
I.8 Spelling	68.4
I.9 Composition impact	73.0
I.10 Handwriting	87.9

The above summary of the results from the marking of the writing product indicates that grade 3 students experience considerable difficulty in sentence writing. This skill included sentence structure as well as mechanics. Spelling also presented

Table II-41

GRADE 3 WRITING - MALE AND FEMALE
EXTENDED DISCOURSE - DESCRIPTIVE SCORING
N=1385

Objectives	Score (%)			
	1	2	3	4
I.1 Student Outcome: Limit content to topic. Objective: Given a story starter, the student will write a story that limits the content to topic.	2.7	2.7	10.2	84.1
I.2 Student Outcome: Develop topic in terms of directions. Write story that includes character, setting and plot. Objective: Given a story starter, the student will write a story that develops the topic in terms of directions.	2.9	17.4	27.7	51.8
I.3 Student Outcome: Use complete, ordered sentences appropriately capitalized and punctuated. Objective: Given a story starter, the student will write a story that uses complete, ordered sentences appropriately capitalized and punctuated.	2.9 3.0	33.9 57.7	42.5 29.8	20.3 9.4
I.6 Student Outcome: Choose appropriate words and uses them correctly. Objective: Given a story starter, the student will write a story that chooses appropriate words and uses them correctly.	3.0	12.1	30.2	54.4
I.7 Student Outcome: Reflect breadth of vocabulary through use of vivid, descriptive words and phrases. Objective: Given a story starter, the student will write a story that reflects breadth of vocabulary through use of vivid, descriptive words and phrases.	3.0	11.9	70.4	13.8

Table II-41 (CONTINUED)

Objectives	Score (%)			
	1	2	3	4
I.8 Student Outcome: Spell correctly most frequently used words at the Grade 3 level as listed in current word lists.	2.9	28.2	29.3	39.1
Objective: Given a story starter, the student will write a story that spells correctly most frequently used words at the Grade 3 level as listed in current word lists.				
I.9 Student Outcome: Present (execute) a composition that has impact.	3.1	23.8	59.1	13.9
Objective: Given a story starter, the student will write a story that presents (executes) a composition that has impact.				
I.10 Student Outcome: Write legibly and attend to format.	2.5	9.6	60.0	27.9
Objective: Given a story starter, the student will write a story that is written legibly and attends to format.				

difficulty. The students did exceptionally well in limiting content of topic. Vocabulary usage and breadth was also high. Legibility of handwriting was also marked as high.

The Extended Discourse objectives were also evaluated by marking the writing product using a Holistic Marking Scale. The results of this marking are given in Table II-42.

Table II-42

GRADE 3 WRITING - MALE AND FEMALE
EXTENDED DISCOURSE: HOLISTIC SCORING
N=1385

SCALE

- 5= Highly impressive in thought and expression - mostly free from error
- 4= Commendable in thought and expression - relatively free from error - can have weakness, e.g., vocabulary
- 3= Questionable - probably functional but in need of instruction - lacking in impact
- 2= In need of remediation - frustration level - inverse impact (evidence of inability to cope)
- 1= Insufficient material

Total Score*	%
1	0.0
2	2.5
3	1.3
4	13.7
5	14.2
6	43.5
7	13.7
8	9.1
9	1.8
10	0.1

*Scored by 2 markers for a possible total of 10.

The Holistic Marking Scale was developed so that a four (4) or five (5) identifies the writing products which were viewed as being acceptable in terms of the writing task. Table II-42 indicates that a total of 0.1 percent received a 10 (5+5), 1.8 percent a nine (9) (4+5), 9.1 percent an eight (8) (4+4) and 13.7 a seven (7) (4+3). The total number of writing products receiving these scores accounted for a total of 24.7 percent of the students. A total of 57.5 percent of the writing products received a six (6) (3+3) or a five (5) (3+2) which indicated the need for additional instruction. Table II-42 also indicates that 15 percent were in need of remediation and 2.5 percent did not produce material of sufficient length for scoring.

From the results depicted in Table II-42 it appears as if the majority of grade 3 students are in need of additional instruction in the skills used in producing an acceptable writing product.

Tables II-43 to II-46 identify the student outcomes/objectives which formed the basis of the evaluation of Proofreading for males and females at the grade 3 level. The marking scale which was used for each of the objectives is included with each table. The tables also indicate the percentages of students obtaining the various scores.

Table II-43

GRADE 3 WRITING - MALE AND FEMALE
 PROOFREADING: CAPITALIZATION
 N=1385

Scale

1 = correct
 2 = incorrect

 II.1 Capitals

Student Outcome: Use upper case letters for proper nouns.

Objective: Given two friendly letters and a sentence with errors in capitalization of proper nouns, the student will identify the capitalization errors and make the correction.

Items	Score (%)	
	1	2
3	71.4	28.2
6	57.6	41.8
7	<u>63.2</u>	<u>36.4</u>
Average %	64.1	35.5

Student Outcome: Use upper case letters for first word of salutation of letter.

Objective: Given two friendly letters and a sentence with errors in capitalization of the first word of the salutation of a letter, the student will identify the capitalization errors and make the correction.

Items	Score (%)	
	1	2
2	78.5	21.3
8	78.4	21.2
11	<u>73.1</u>	<u>26.1</u>
Average %	76.7	22.9

Table II-44

GRADE 3 WRITING - MALE AND FEMALE
 PROOFREADING: SPELLING
 N=1385

Scale

- 1 = correct in identification
 and spelling
 2 = correct in identification
 but incorrect in spelling
 3 = incorrect in identification

II.2 Spelling

Student Outcome: Spell simple compound words.

Objective: Given sentences each with one incorrect spelling of a compound word, the student will identify the error and spell it correctly.

Items	Score (%)		
	1	2	3
13	45.6	20.2	33.6
15	34.6	4.3	60.9
18	<u>73.4</u>	<u>11.1</u>	<u>15.3</u>
Average %	51.2	28.9	26.6

Student Outcome: Spell plurals.

Objective: Given sentences each with one incorrect spelling of a plural, the student will identify the error and spell it correctly.

Items	Score (%)		
	1	2	3
16	57.2	18.2	24.4
17	29.3	21.6	48.8
19	<u>57.8</u>	<u>14.4</u>	<u>27.6</u>
Average %	48.1	18.1	33.6

Table II-44 (CONTINUED)

Student Outcome: Spell simple homonyms.

Objective: Given sentences each with one incorrect spelling of a homonym, the student will identify the error and spell it correctly.

Items	Score (%)		
	1	2	3
14	33.8	48.4	17.6
20	31.0	1.4	67.2
21	<u>55.9</u>	<u>6.5</u>	<u>37.4</u>
Average %	40.2	18.8	40.7

Table II-45

GRADE 3 WRITING - MALE AND FEMALE
 PROOFREADING: PUNCTUATION
 N=1385

Scale

1 = correct
 2 = incorrect

II.3 Punctuation

Student Outcome: Use apostrophe to show contraction.
 Objective: Given two friendly letters and two sentences with errors in apostrophe punctuation, the student will identify the punctuation error and make the correction.

Items	Score (%)	
	1	2
4	60.6	39.0
5	65.3	34.6
10	<u>39.9</u>	<u>59.8</u>
Average %	55.3	44.5

Student Outcome: Use period after abbreviations.
 Objective: Given two friendly letters and two sentences with errors in using a period after abbreviation, the student will identify the punctuation error and make the correction.

Items	Score (%)	
	1	2
1	5.7	94.3
9	35.6	64.0
12	<u>32.0</u>	<u>67.8</u>
Average %	24.4	75.4

Table II-46

GRADE 3 WRITING - MALE AND FEMALE
 PROOFREADING - SENTENCES
 N=1385

Scale

- 1 = correct
- 2 = word order error
- 3 = capitalization error
- 4 = punctuation error
- 5 = multiple error

EXAMPLE: run you than can faster dog your

II.4 Sentences

Student Outcome: Apply relationship of order to meaning.

Objective: Given a group of words, the student will rearrange the words to: 1) produce a declarative sentence, 2) to produce an interrogative sentence.

Item	Score (%)				
	1	2	3	4	5
22	39.9	8.5	3.0	16.2	32.3

Table II-46 (CONTINUED)

Scale

- 1 = variety of expansion techniques
 e.g., word and clause
 2 = phrase and clause expansion
 3 = word expansion
 4 = expansion without relevance
 e.g., detrimental to sentence sense
 5 = no expansion

Student Outcome: Use adjectives, adverbs, and phrases to expand basic sentence patterns.

Objective: Given several basic sentences, the student will add adjectives, adverbs and phrases to expand the sentences.

Items	Score (%)				
	1	2	3	4	5
23	61.9	21.8	8.0	5.5	2.6

An overview of the results of the grade 3 Proofreading indicates 64.1 percent of the students correctly used upper case letters for proper nouns and 76.7 percent correctly used upper case letters for the first word of the salutation of a letter.

Table II-44 indicates that 51.2 percent correctly spelled compound words, 48.1 percent correctly spelled plurals, and 40.2 percent correctly spelled homonyms. The percentage of students who were able to identify the error but did not spell it correctly were as follows: 28.9 percent for compound words, 18.1 percent for plurals, and 18.8 percent for homonyms.

Table II-45 gives the results of the Punctuation: 55.3 percent correctly used an apostrophe to show contraction and 24.4 percent used a period after an abbreviation.

Sentence Writing is shown in Table II-46: 39.9 percent correctly applied relationship of order to meaning when writing sentences, 8.5 percent made an error on word order, 3.0 percent made an error in capitalization, 16.2 percent made a punctuation error, and 32.3 percent made multiple errors. Table II-46 also shows that 61.9 percent used a variety of expansion techniques to expand basic sentences, and another 21.8 percent used phrase, or clause, or word expansion to expand the basic sentences.

It would appear from the results depicted in Tables II-43 to II-46, that students experience difficulty in the mechanics of writing -- punctuation and spelling. They are more successful in the mechanics of capitalization and sentence expansion.

II.3.3 Grade 6 Writing

Table II-47 states the student outcomes/objectives which formed the basis of the assessment of Extended Discourse for males and females at the grade 6 level. Table II-47 also indicates the percentages of students achieving the various scores. The writing product which was required for this part of the assessment was evaluated using the following Descriptive Marking Scale.

DESCRIPTIVE MARKING SCALE - GRADE 6

<u>Objectives</u>	<u>Scale</u>
I.1	4= Ideas, however divergent relate to topic 3= Fluctuation but focus is on topic 2= Avoids topic 1= Insufficient evidence
I.2	4= Unifies all elements into a totality 3= Totality lacks one element only 2= Totality lacks more than one element 1= Insufficient evidence
I.3	4= Complete sentences, capitalized and punctuated correctly 3= Any error (3 or fewer) 2= Any error (4 or more errors) 1= Insufficient evidence
I.4	4= Uses transitional words and phrases to organize paragraphs for unity of thought and impression 3= Slight use of transitional words and phrases to organize paragraphs for unity of thought and impression 2= Lacks organization to create thought and impression 1= Insufficient evidence

ObjectivesScale

- | | |
|------|---|
| I.5 | 4= Gathers related thought into paragraph format
3= Error in paragraph format
2= Inadequate use of paragraphing
1= Insufficient evidence |
| I.6 | 4= Uses words appropriately and correctly in terms of audience situation
3= Error in correct usage of words in terms of audience situation
2= Error in appropriate usage of words in terms of audience situation |
| I.7 | 4= Use of vivid, descriptive words and phrases
3= Word choice ordinary and functional
2= Paucity of vocabulary indicated
1= Insufficient evidence |
| I.8 | 4= Spelling proficient to the point that it attracts little or no attention
3= Few errors in high frequency words that fail to detract from impact of totality
2= Spelling errors detract from readability and impression
1= Insufficient evidence |
| I.9 | 4= Creative, and reach for style
3= Readable, correct, and conventional
2= Evidence of errors and weaknesses negate possibility of favourable impression
1= Insufficient evidence |
| I.10 | 4= Legible and indicative of respect for reader
3= Readable
2= Presents difficulty to reader appreciation
1= Insufficient evidence |

The assignment which was given to grade 6 for the assessment of Extended Discourse was as follows:

DIRECTIONS: Write about one of the following:

1. The happiest person I know
2. A most terrifying place
3. A most mysterious object (thing)

You may describe the person, place or object, or write a story. Make sure your description or story is well organized and contains a variety of descriptive words and phrases. Pay attention to all the writing skills you have learned. Write your description or story below.

The Descriptive Marking Scale used to obtain the results in Table II-47 was developed so that four (4) and three (3) denote the more positive aspects of the writing product, and two (2) a more negative aspect. The one (1) indicates that there was insufficient material written for evaluation purposes.

Table II-47 indicates that the following percentages of students received a three (3) or a four (4):

I.1 Limits content to topic	93.2
I.2 Develops topic	84.5
I.3 Sentences (Structure and Mechanics)	39.7
I.4 Paragraph organization	57.7
I.5 Paragraph structure	30.1
I.6 Vocabulary usage	88.4
I.7 Vocabulary breadth	84.4
I.8 Spelling	69.8
I.9 Composition impact	63.2
I.10 Handwriting	74.1

The above summary of the results of the scoring of the grade 6 writing products indicates that students experience

Table II-47

GRADE 6 WRITING - MALE AND FEMALE
EXTENDED DISCOURSE - DESCRIPTIVE SCORING
N=1598

Objectives	Score (%)			
	1	2	3	4
I.1 Student Outcome: Limit content to topic. Relate supporting detail to main idea. Objective: Given a topic, the student will write a description or story that limits the content to the topic by relating supporting detail to main idea.	2.4	4.1	21.9	71.3
I.2 Student Outcome: Develop topic in terms of directions. Write descriptive paragraph or story. Objective: Given a topic, the student will write a description or story which develops the topic through paragraph writing.	2.3	12.8	28.7	55.8
I.3 Student Outcome: Use complete, ordered sentences appropriately capitalized and punctuated for clarity and emphasis. Objective: Given a topic, the student will write a description or story which uses complete, ordered sentences appropriately capitalized and punctuated for clarity and emphasis.	2.6	57.5	25.1	14.6
I.4 Student Outcome: Organize paragraphs for unity of thought and impression. Use appropriate transitional words and phrases for organizing. Objective: Given a topic, the student will write a description or story which organizes paragraphs for unity of thought and impression by using appropriate transitional words and phrases for organizing.	2.3	39.4	39.7	18.0

Table II-47 (CONTINUED)

Objectives	Score (%)			
	1	2	3	4
I.5 Student Outcome: Structure paragraphs in relation to whole composition. Use appropriate transitional words and phrases for organizing.	10.6	58.6	5.3	24.8
Objective: Given a topic, the student will write a description or story which structures paragraphs in relation to whole composition by using appropriate transitional words and phrases for organizing.				
I.6 Student Outcome: Choose appropriate words and use them correctly. Use appropriate usage forms in terms of audience situation.	2.4	8.7	41.2	47.2
Objective: Given a topic, the student will write a description or story which chooses appropriate words and uses them correctly, and uses appropriate usage forms in terms of audience situation.				
I.7 Student Outcome: Reflect breadth of vocabulary through use of vivid, descriptive words and phrases. Add phrases in varying positions for clarity and variety.	1.8	12.1	58.6	25.8
Objective: Given a topic, the student will write a description or story which reflects breadth of vocabulary through use of vivid, descriptive words and phrases, and adds phrases in varying positions for clarity and variety.				
I.8 Student Outcome: Spell correctly most frequently used words at the Grade 6 level as listed in current word lists. Use indentation.	2.1	28.1	37.6	32.2
Objective: Given a topic, the student will write a description or story which contains correct spelling of most frequently used words at the Grade 6 level.				

Table II-47 (CONTINUED)

Objectives	Score (%)			
	1	2	3	4
I.9 Student Outcome: Present (execute) a composition that has impact.	2.0	34.6	46.3	16.9
Objective: Given a topic, the student will write a description or story which presents a composition that has impact.				
I.10 Student Outcome: Write legibly and attend to format.	1.7	23.4	48.4	25.7
Objective: Given a topic, the student will write a description or story that is written legibly and attends to format.				

difficulty in sentence writing in terms of structure and mechanics. Their vocabulary usage and breadth, however, is rated as high. Paragraph structure and organization is also weak as well as composition impact. Spelling also appeared to present a problem.

The Extended Discourse objectives were also evaluated by marking the writing product using a Holistic Marking Scale. The results of this marking are given in Table II-48.

Table II-48

GRADE 6 WRITING - MALE AND FEMALE
EXTENDED DISCOURSE: HOLISTIC SCORING
N=1598

SCALE	
5= Highly impressive in thought and expression - mostly free from error	
4= Commendable in thought and expression - relatively free from error - can have weakness, e.g., vocabulary	
3= Questionable - probably functional but in need of instruction - lacking in impact	
2= In need of remediation - frustration level - inverse impact (evidence of inability to cope)	
1= Insufficient material	
Total Score*	%
1	0.0
2	1.9
3	0.4
4	5.6
5	8.3
6	56.4
7	13.0
8	9.4
9	3.1
10	1.6

*Scored by 2 markers for a possible total of 10.

The Holistic Marking Scale was developed so that a four (4) or a five (5) identifies the writing products which were viewed as being acceptable in terms of the writing task. Table II-48 indicates that a total of 1.6 percent received a 10 (5+5), 3.1 percent a nine (9) (4+5), 9.4 percent an eight (8) (4+4), and 13.0 a seven (7) (3+4). The total number of writing products receiving these scores accounted for a total of 27.1 percent of the students. A total of 64.7 percent of the writing products received a six (6) (3+3), or a five (5) (3+2) which indicates the need for additional instruction. Table II-48 also indicates that 6.0 percent were in need of remediation and 1.9 percent did not produce sufficient material for scoring.

The results of the Holistic Scoring indicated that the majority of grade 6 students are in need of additional instruction in the skills which are necessary for producing an acceptable writing products.

Tables II-49, II-50, and II-51 identify the student outcomes/objectives which formed the basis of the evaluation of Proofreading for males and females at the grade 6 level. The marking scale which was used for each of the objectives is included with each table. The tables also indicate the percentages of students obtaining the various scores.

Table II-49

GRADE 6 WRITING - MALE AND FEMALE
 PROOFREADING: SPELLING
 N=1598

Scale

- 1 = correct in identification
 and spelling
 2 = correct in identification but
 incorrect in spelling
 3 = incorrect in identification

II.2 Spelling

Student Outcome: Spell irregular plurals.

Objective: Given sentences each with one incorrect
 spelling of a plural, the student will
 identify the error and spell it correctly.

Items	Score (%)		
	1	2	3
2	34.3	27.6	37.4
4	30.6	43.7	24.8
8	<u>33.4</u>	<u>22.9</u>	<u>41.7</u>
Average %	32.8	31.4	34.6

Student Outcome: Spell irregular verb forms.

Objective: Given sentences each with one incorrect
 spelling of an irregular verb form, the
 student will identify the error and spell it
 correctly.

Items	Score (5)		
	1	2	3
3	74.2	12.0	12.6
5	62.5	6.4	29.8
7	<u>72.5</u>	<u>4.0</u>	<u>21.9</u>
Average %	69.7	7.5	21.4

Table II-49 (CONTINUED)

Student Outcome: Spell correctly most frequently used words at the Grade 6 level as listed in current word lists.

Objective: Given sentences each with one incorrect spelling of a frequently used word at the Grade 6 level, the student will identify the error and spell it correctly.

Items	Score (%)		
	1	2	3
1	7.6	64.7	26.6
6	27.7	8.0	62.8
9	<u>48.7</u>	<u>11.9</u>	<u>37.9</u>
Average %	28.0	28.2	42.4

Table II-50

GRADE 6 WRITING - MALE AND FEMALE
 PROOFREADING: PUNCTUATION
 N=1598

Scale

1 = correct
 2 = incorrect

II.3 Punctuation

Student Outcome: Use apostrophe.

Objective: Given sentences with errors in using the apostrophe, the student will identify the punctuation error and make the correction.

Items	Score (%)	
	1	2
11	43.7	54.4
13	58.3	39.6
14	<u>63.5</u>	<u>34.0</u>
Average %	55.2	42.7

Student Outcome: Use commas to set off appositives.

Objective: Given sentences with errors in using the comma to set off appositives, the student will identify the punctuation error and make the correction.

Items	Score (%)	
	1	2
10	36.7	61.9
12	35.7	62.8
15	<u>62.1</u>	<u>36.0</u>
Average %	44.8	53.6

Table II-51

GRADE 6 WRITING - MALE AND FEMALE
 PROOFREADING: SENTENCES
 N=1598

Scale

- 1 = accurate subordination (no errors -
used 3 or more times)
- 2 = inaccurate subordination (1 error -
used 3 or more times)
- 3 = inaccurate subordination (more
than 1 error)
- 4 = no subordination used

EXAMPLE: The ancient fort was situated near the town. The fort
 was used by early settlers.

II.4 Sentences

Student Outcome: Combines basic sentence patterns by
 subordination.

Objective: Given two basic sentences the student will
 combine these sentences using subordination.

Item	Score (%)				
	1	2	3	4	5
16	16.1	29.8	10.0	28.0	15.6

Table II-51 (CONTINUED)

Scale

- 1 = Uses variety in combining sentences
(no errors)
- 2 = Uses variety in combining sentences
(2 or fewer errors)
- 3 = Uses variety in combining sentences
(more than 2 errors)
- 4 = Lacking in variety (no variety -
always uses same technique)
- 5 = No combination

Student Outcome: Uses variety in combining basic sentences.
Objective: Given two basic sentences the student will use
variety in combining each set of sentences.

Item	Score (%)			
	1	2	3	4
17	39.2	25.2	20.2	14.5

An overview of the grade 6 Proofreading results indicates that in Spelling (Table II-49) 32.8 percent of the students correctly spelled irregular plurals, 69.7 percent correctly spelled irregular verb forms, and 28.0 percent correctly spelled frequently used words at the grade 6 level. The percentages of those who were able to identify the error but not spell it correctly were as follows: 31.4 percent for plurals, 7.5 percent for irregular verbs, and 28.2 percent for frequently spelled words.

Table II-50 indicates that 55.2 percent used apostrophes correctly and 44.8 percent correctly used commas to set off appositives.

Table II-51 shows that 16.1 percent accurately used subordination and 39.2 percent correctly used variety in combining sentences.

It would appear from the results depicted in Tables II-49 to II-51 that students experience difficulty in spelling and punctuation. They also had problems when using subordination to combine basic sentences.

II.3.4 Grade 9 Writing

Table II-52 states the student outcomes/objectives which formed the basis of the evaluation of Extended Discourse for males and females at the grade 9 level. Table II-52 also indicates the percentages of students achieving the various scores. The writing product which was required for this part of the assessment was evaluated using the following Descriptive Marking Scale:

DESCRIPTIVE MARKING SCALE - GRADE 9

<u>Objective</u>	<u>Scale</u>
I.1	4= Ideas, however divergent relate to topic 3= Fluctuation but focus is on topic 2= Avoids topic 1= Insufficient evidence
I.2	4= Unifies all elements into a totality 3= Totality lacks one element only 2= Totality lacks more than one element 1= Insufficient evidence
I.3	4= Complete sentence, capitalized and punctuated correctly 3= Any error (3 or fewer) 2= Any error (4 or more errors) 1= Insufficient evidence
I.4	4= Uses transitional words and phrases to organize paragraphs 3= Slight use of transitional words and phrases to organize paragraphs 2= Lacks organization to create thought and impression 1= Insufficient evidence
I.5	4= Gathers related thought into paragraph format 3= Error in paragraph format 2= Inadequate use of paragraphing 1= Insufficient evidence

ObjectiveScale

- | | |
|------|---|
| I.6 | 4= Uses words correctly in terms of sentence function
3= Error in form for function only
e.g., adverb incorrect (2 or fewer)
2= Word use detracts from unity, coherence and emphasis totality
1= Insufficient evidence |
| I.7 | 4= Use of vivid, descriptive words and phrases
3= Word choice ordinary and functional
2= Paucity of vocabulary indicated
1= Insufficient evidence |
| I.8 | 4= Spelling proficient to the point that it attracts little or no attention
3= Few errors in high frequency words that fail to detract from impact of totality
2= Spelling errors detract from readability and impression
1= Insufficient evidence |
| I.9 | 4= Creative, and reach for style
3= Readable, correct, and conventional
2= Evidence of errors and weaknesses negate possibility of favourable impression
1= Insufficient evidence |
| I.9 | 4= Effect created by varying sentence structures
3= Slight effect created by varying sentence structures
2= No effect created by varying sentence structures
1= Insufficient evidence |
| I.10 | 4= Legible and indicative of respect for reader
3= Readable
2= Presents difficulty to reader appreciation
1= Insufficient evidence |

The assignment which was given to grade 9 for assessment of Extended Discourse was as follows:

DIRECTIONS: Choose one of the following topics:

1. How to obtain a part-time job
2. How to play a game of sports
3. How to keep your friends
4. How to lose a fish

Write an exposition on your topic making certain that your writing is well organized, interesting, and appropriate to the topic. Pay attention to all the writing skills which you have learned. Write your exposition below.

The Descriptive Marking Scale used to obtain the results in Table II-52 was developed so that four (4) and three (3) denote the positive aspects of the writing product, and two (2) a more negative aspect. The one (1) indicates that there was insufficient material written for evaluation purposes.

Table II-52 indicates that the following percentages of students received a three (3) or a four (4):

I.1 Limits content to topic	95.0
I.2 Develops topic	71.8
I.3 Sentences (Structure and Mechanics)	61.0
I.4 Paragraph organization	55.7
I.5 Paragraph structure	48.8
I.6 Vocabulary usage	71.1
I.7 Vocabulary breadth	86.0
I.8 Spelling	83.6
I.9 Composition impact	68.8
I.10 Handwriting	88.7

The summary of the Descriptive marking indicates that grade 9 students experienced difficulty in sentence writing in

Table II-52

GRADE 9 WRITING - MALE AND FEMALE
EXTENDED DISCOURSE - DESCRIPTIVE SCORING
N=1495

Objectives	Score (%)			
	1	2	3	4
<p>I.1 Student Outcome: Limit content to topic. Select and use appropriate supporting details, statistics, and authoritative opinion.</p> <p>Objective: Given a topic, the student will write an exposition which limits content to topic by selecting and using appropriate supporting details such as: factual details, statistics, and authoratative opinion.</p>	0.2	4.7	15.9	79.1
<p>I.2 Student Outcome: Develop topic in terms of directions. Choose topic appropriate to purpose and audience. Organize ideas and details. Write exposition.</p> <p>Objective: Given a topic, the student will write an exposition which develops topic in terms of direction by choosing a topic appropriate to purpose and audience, and organizing ideas and details.</p>	0.3	27.4	36.8	35.0
<p>I.3 Student Outcome: Use complete, ordered sentences appropriately capitalized and punctuated. Use main and subordinate clauses and compound-complex sentences.</p> <p>Objective: Given a topic, the student will write an exposition which uses complete, ordered sentences appropriately capitalized and punctuated, and uses main and subordinate clauses and compound-complex sentences.</p>	0.2	38.5	42.5	18.5

Table II-52 (CONTINUED)

Objectives	Score (%)			
	1	2	3	4
I.4 Student Outcome: Organize paragraphs for unity of thought and impression. Use appropriate topic sentence. Keep point of view (mental, physical) consistent.	0.3	43.6	41.6	14.1
Objective: Given a topic, the student will write an exposition which organizes paragraphs for unity of thought and impression through the use of consistent point of view.				
I.5 Student Outcome: Structure paragraphs in relation to whole composition. Write a beginning and ending paragraph suitable to the mode, purpose, and format of the writing. Place topic sentence in appropriate position depending on writing purpose.	0.6	50.2	23.6	25.2
Objective: Given a topic, the student will write an exposition which structures paragraphs in relation to whole composition.				
I.6 Student Outcome: Choose appropriate words and use them correctly. Use appropriate levels of usage. Use appropriate transitional words and phrases.	0.2	28.3	52.6	18.5
Objective: Given a topic, the student will write an exposition which chooses appropriate words and uses them correctly.				
I.7 Student Outcome: Reflect breadth of vocabulary through use of vivid, descriptive words and phrases. Add phrases in varying positions for clarity and variety.	0.2	12.6	77.4	8.6
Objective: Given a topic, the student will write an exposition which reflects breadth of vocabulary through use of vivid, descriptive words and phrases.				

Table II-52 (CONTINUED)

Objectives		Score (%)			
		1	2	3	4
I.8	Student Outcome: Spell correctly most frequently used words at the Grade 9 level as listed in current word lists.	0.3	15.8	36.8	46.8
	Objective: Given a topic, the student will write an exposition which correctly spells most frequently used words at the Grade 9 level.				
I.9	Student Outcome: Present (execute) a composition that has impact. Use techniques of word choice, sentence construction and the selection and organization of details to establish mood. Use varying sentence structure to create effect.	0.3	26.8	59.3	13.2
	Objective: Given a topic, the student will write an exposition which presents (executes) a composition that has impact.	0.3	34.7	46.9	18.1
I.10	Student Outcome: Write legibly and attend to format.	0.2	9.4	42.5	46.2
	Objective: Given a topic, the student will write an exposition which contains legible handwriting and attends to format.				

terms of structure and mechanics. Paragraph organization and structure also presented a problem. In terms of the other objectives assessed, grade 9 students achieved somewhat higher than other grade levels.

The Extended Discourse objectives were also evaluated by marking the writing product using a Holistic Marking Scale. The results of this marking are given in Table II-53.

Table II-53

GRADE 9 WRITING - MALE AND FEMALE
EXTENDED DISCOURSE: HOLISTIC SCORING
N=1495

SCALE	
5=	Highly impressive in thought and expression - mostly free from error
4=	Commendable in thought and expression - relatively free from error - can have weakness, e.g., vocabulary
3=	Questionable - probably functional but in need of instruction - lacking in impact
2=	In need of remediation - frustration level - inverse impact (evidence of inability to cope)
1=	Insufficient material
Total Score*	%
1	0.0
2	0.3
3	0.0
4	6.1
5	7.6
6	33.4
7	18.5
8	26.5
9	5.2
10	1.7

*Scored by 2 markers for a possible total of 10.

The four (4) and five (5) on the Holistic Marking Scale identify those writing products which were viewed as being acceptable in terms of the writing task. Table II-53 indicates that a total of 1.7 percent received a 10 (5+5), 5.2 percent a nine (9) (4+5), 26.5 percent an eight (8) (4+4), and 18.5 percent a seven (7) (3+4). The total number of writing products receiving these scores accounted for a total of 51.9 percent of the students. A total of 41.0 percent of the writing products received a six (6) (3+3) or a five (5) (3+2) which indicated the need for additional instruction. Table II-53 also indicates that 6.1 percent were in need of remediation and 0.3 percent did not produce sufficient material for scoring.

The results of the Holistic Scoring indicate that grade 9 students achieved more satisfactorily on the writing products than other grade levels. Many are still in need of additional instruction but only 6.1 percent need remediation.

Tables II-54, II-55, and II-56 identify the student outcomes/objectives which comprised the evaluation of Proofreading for males and females at the grade 9 level. The marking scale which was used for each of the objectives is included with each table. The tables also indicate the percentages of students obtaining the various scores.

Table II-54

GRADE 9 WRITING - MALE AND FEMALE
 PROOFREADING: SPELLING
 N=1495

Scale

- 1 = correct in identification and spelling
 2 = correct in identification but incorrect in spelling
 3 = incorrect in identification

II.2 Spelling

Student Outcome: Spell frequently confused suffixes.

Objective: Given several sentences each with one spelling error in frequently confused suffixes, the student will identify the error and spell the word correctly.

Items	Score (%)		
	1	2	3
2	76.2	6.6	15.7
4	<u>72.1</u>	<u>9.4</u>	<u>17.0</u>
Average %	74.2	8.0	16.4

Student Outcome: Spell correctly most frequently used words at the Grade 9 level.

Objective: Given several sentences each containing the spelling error of a frequently used word at the Grade 9 level, the student will identify the error and spell the word correctly.

Items	Score (%)		
	1	2	3
1	46.1	14.1	38.3
3	6.0	29.3	64.0
5	65.0	8.3	25.3
6	<u>26.3</u>	<u>39.5</u>	<u>33.2</u>
Average %	35.9	22.8	40.2

Table II-55

GRADE 9 WRITING - MALE AND FEMALE

PROOFREADING: PUNCTUATION

N=1495

Scale

1 = correct

2 = incorrect

II.3 Punctuation

Student Outcome: Use comma before and after non-restrictive clauses.

Objective: Given a sentence with errors in the use of a comma before and after non-restrictive clauses, the student will identify the errors and make the correction.

Items	Score (%)	
	1	2
7	61.1	37.8
11	34.0	64.9
12	<u>33.7</u>	<u>65.6</u>
Average %	42.9	56.1

Student Outcome: Use semicolons to separate items within a series when the items contain commas.

Objective: Given a sentence with errors in the use of semicolons to separate items within a series when the items contain commas, the student will identify the errors and make the corrections.

Items	Score (%)	
	1	2
8	30.8	68.0
9	31.6	67.7
10	<u>24.3</u>	<u>74.8</u>
Average %	28.9	70.2

Table II-56

GRADE 9 WRITING - MALE AND FEMALE
PROOFREADING: SENTENCES
N=1495

Scale

- 1 = accurate use of adverbial clause (no errors)
 2 = inaccurate in use of adverbial clauses (1 error)
 3 = little use of adverbial clauses (2 or more errors)
 4 = insufficient evidence
- 1 = accurate use of parallel structure (no errors)
 2 = inaccurate use of parallel structure (1 error)
 3 = little use of parallel structure (2 or more errors)
 4 = insufficient evidence
- 1 = accurate use of compound-complex sentence (no errors)
 2 = inaccurate use of compound-complex sentence (1 error)
 3 = little use of compound-complex sentence (2 or more errors)
 4 = insufficient evidence
- 1 = accurate use of transitional words and phrases (no errors)
 2 = use of transitional words and phrases (1 error)
 3 = use of transitional words and phrases (2 or more errors)
 4 = insufficient evidence

EXAMPLE: (Parallel Structure)

Red Starr was well known as a baseball player. He was unable to fulfill his contract. He was able to endorse the use of his name. This endorsement was used for promotion of the team.

Instructions: Write a sentence which gives equal emphasis to each of the underlined parts.

II.4 Sentences

Student Outcome: Use adverbial clauses, parallel structure, compound-complex sentences and appropriate transitional words and phrases.

Objective: Given basic sentences, the student will combine these sentences through the use of:: adverbial clauses, parallel structure, compound-complex sentence structure, and appropriate transitional words and phrases.

Items	Score (%)		
	1	2	3
13 (adverbial clauses)	15.1	35.5	48.5
14 (parallel structure)	15.0	36.1	47.3
15 (compound-complex)	6.7	22.1	65.6
16 (transitional words)	59.9	30.2	6.6

An overview of the grade 9 Proofreading results indicates that in Spelling (Table II-54) 74.2 percent of the students correctly spelled words with frequently confused suffixes, and 35.9 percent correctly spelled words most frequently used at the grade 9 level. The percentages of those who were able to identify the error but not spell it correctly were as follows: 8.0 percent for suffixes, and 22.8 percent for frequently used words.

Table II-55 shows that 42.9 percent correctly used commas with non-restrictive clauses and 28.9 percent correctly used semicolons to separate items within a series where the items contained commas.

Table II-56 indicates that 15.1 percent accurately used adverbial clauses, 15.0 percent accurately used parallel structure, 6.7 percent accurately used compound-complex structure and 59.9 percent accurately used transitional words and phrases.

In summary, students did not experience as much difficulty in spelling words with frequently confused suffixes as they did when spelling words frequently used at the grade 9 level. They experienced difficulty in using the punctuation which was assessed. Except for the use of transitional words, considerable problems were evident in correctly combining basic sentences.

II.3.5 Grade 12 Writing

Table II-57 states the student outcomes/objectives which formed the basis of the assessment of Extended Discourse for males and females at the grade 12 level. Table II-57 also indicates the percentages of students achieving the various scores. The writing product which was required for this part of the assessment was evaluated using the following Descriptive Marking Scale:

DESCRIPTIVE MARKING SCALE - GRADE 12

<u>Objective</u>	<u>Scale</u>
I.1	4= Ideas, however divergent relate to topic 3= Fluctuation but focus is on topic 2= Avoids topic 1= Insufficient evidence
I.2	4= Unifies all elements into a totality 3= Totality lacks one element only 2= Totality lacks more than one element 1= Insufficient evidence
I.3	4= Complete sentences, capitalized and punctuated correctly 3= Any error (3 or fewer) 2= Any error (4 or more errors) 1= Insufficient evidence
I.4	4= Uses transitional words and phrases to organize paragraphs 3= Slight use of transitional words and phrases to organize paragraphs 2= Lacks organization to create thought and impression 1= Insufficient evidence
I.5	4= Gathers related thought into paragraph format 3= Error in paragraph format 2= Inadequate use of paragraphing 1= Insufficient evidence

ObjectivesScale

- | | |
|------|---|
| I.6 | 4= Uses words correctly in terms of sentence function
3= Error in form for function only
e.g., adverb incorrect (2 or fewer errors)
2= Word use detracts from unity, coherence and emphasis totality
1= Insufficient evidence |
| I.7 | 4= Use of vivid, descriptive words and phrases
3= Word choice ordinary and functional
2= Paucity of vocabulary indicated
1= Insufficient evidence |
| I.8 | 4= Spelling proficient to the point that it attracts little or no attention
3= Few errors in high frequency words that fail to detract from impact of totality
2= Spelling errors detract from readability and impression
1= Insufficient evidence |
| I.9 | 4= Creative, and reach for style
3= Readable, correct, and conventional
2= Evidence of errors and weaknesses negate possibility of favorable impression
1= Insufficient evidence |
| I.9 | 4= Uses appropriate and consistent point of view
3= Point of view not consistent with topic
2= Point of view not appropriate for topic
1= Insufficient evidence |
| I.10 | 4= Legible and indicative of respect for reader
3= Readable
2= Presents difficulty to reader appreciation
1= Insufficient evidence |

The assignment which was given to grade 12 for assessment of Extended Discourse was as follows:

DIRECTIONS: Write an argument with the purpose of persuading the reader to adopt a particular point of view. The argument should be presented in an essay form. Make certain your argument shows awareness of pros and cons and includes examples and illustrations. Write your argument on one of the following topics:

1. Smoking
2. Curfew
3. Responsibilities of Pet Ownership
4. A Right to Laughter
5. The Necessity of Restriction

Write your argument below.

The Descriptive Marking Scale used to obtain the results in Table II-57 was developed so that four (4) and three (3) denote the positive aspects of the writing product and two (2) denotes the negative aspects. The one (1) indicates that there was insufficient material written for evaluation purposes.

Table II-57 indicates that the following percentages of students received a three (3) or a four (4):

I.1 Limits content to topic	89.8
I.2 Develops topic	47.4
I.3 Sentences (Structure and Mechanics)	49.8
I.4 Paragraph organization	48.2
I.5 Paragraph structure	66.1
I.6 Vocabulary usage	61.1
I.7 Vocabulary breadth	58.9
I.8 Spelling	73.9
I.9 Composition impact	73.2
I.10 Handwriting	77.5

Table II-57

GRADE 12 WRITING - MALE AND FEMALE
EXTENDED DISCOURSE - DESCRIPTIVE SCORING
N=899

Objectives	Score (%)			
	1	2	3	4
<p>I.1 Student Outcome: Limit content to topic. Choose topics of increasingly complex nature. Support facts with quotations giving sources. Support opinions with logic or fact.</p> <p>Objective: Given a topic, the student will develop an argument which limits content to topic. Chooses topics of increasingly complex nature. Supports opinions with logic or fact. Supports facts with quotations giving sources.</p>	3.7	6.2	40.5	49.3
<p>I.2 Student Outcome: Select and maintain objective or subjective modes according to purpose. Select and maintain either personal or formal role according to purpose.</p> <p>Objective: Given a topic, the student will develop an argument which selects and maintains objective or subjective modes according to purpose; and selects and maintains either personal or formal role according to purpose.</p>	3.7	48.3	33.4	14.0
<p>I.3 Student Outcome: Use complete, ordered sentences appropriately capitalized and punctuated for clarity and emphasis. Extend the use of a variety of sentence structures for effect.</p> <p>Objective: Given a topic, the student will develop an argument which uses complete, ordered sentences appropriately capitalized and punctuated for clarity and emphasis; extends the use of a variety of sentence structures for effect; and uses active or passive voice to create effect.</p>	3.3	46.8	38.3	11.5

Table II-57 (CONTINUED)

Objectives	Score (%)			
	1	2	3	4
I.4 Student Outcome: Organize paragraphs for unity of thought and impression. Organize ideas by comparison, contrast, analogy, induction, deduction, definition, example, etc.	3.8	40.4	47.7	7.5
Objective: Given a topic, the student will develop an argument which organizes paragraphs for unity of thought and impression; and organizes ideas by comparison, contrast, analogy, induction, deduction, definition, example, etc.				
I.5 Student Outcome: Structure paragraphs in relation to whole composition. Use appropriate transitional words and phrases for organizing. Write a beginning and ending paragraph suitable to the mode, purpose, and format of the writing. Place topic sentence in appropriate position depending on writing purpose.	3.7	29.7	34.2	31.9
Objective: Given a topic, the student will develop an argument which structures paragraphs in relation to whole composition. Uses appropriate transitional words and phrases for organizing. Writes a beginning and ending paragraph suitable to the mode, purpose, and format of the writing. Places topic sentence in appropriate position depending on writing purpose.				
I.6 Student Outcome: Choose appropriate words and use them correctly. Use substitution for emphasis and brevity.	3.3	34.6	44.9	16.2
Objective: Given a topic, the student will develop an argument which chooses appropriate words and uses them correctly, and uses substitution for emphasis and brevity.				

Table II-57 (CONTINUED)

Objective		Score (%)			
		1	2	3	4
I.7	Student Outcome: Reflect breadth of vocabulary through use of vivid, descriptive words and phrases. Use language figuratively.	3.2	37.3	52.4	6.5
	Objective: Given a topic, the student will develop an argument which reflects breadth of vocabulary through use of vivid, descriptive words and phrases and uses language figuratively.				
I.8	Student Outcome: Spell an increasingly extensive vocabulary of multi-syllabic words.	3.2	22.7	43.5	30.4
	Objective: Given a topic, the student will develop an argument which spells an increasingly extensive vocabulary of multi-syllabic words.				
I.9	Student Outcome: Present (execute) a composition that has impact. Keep style and mood consistent. Maintain consistency of style. Use an omniscient point of view appropriately and keep the point of view consistent.	4.0	36.5	51.6	7.8
	Objective: Given a topic, the student will develop an argument which presents (executes) a composition that has impact: keeps style and mood consistent; maintains consistency of style; uses an omniscient point of view appropriately and keeps the point of view consistent.	3.8	9.2	28.7	58.3
I.10	Student Outcome: Write legibly and attend to format.	3.1	17.0	39.5	38.0
	Objective: Given a topic, the student will develop an argument which is written legibly and attends to format.				

The summary of the Descriptive scoring results indicates that grade 12 students experienced several difficulties in the production of an acceptable writing task. Although they were able to limit content to topic, difficulty was experienced when developing the topic. Mechanics, paragraph organization and structure and vocabulary usage and breadth were also problem areas. Students had difficulty in developing the topic in terms of purpose which was to develop an argument, however, they were more successful in terms of impact in what they did write.

The Extended Discourse objectives were also evaluated by marking the writing product using a Holistic Marking Scale. The results of this marking are given in Table II-58.

Table II-58

GRADE 12 WRITING - MALE AND FEMALE
 EXTENDED DISCOURSE: HOLISTIC SCORING
 N=899

SCALE

- 5= Highly impressive in thought and expression - mostly
 free from error
- 4= Commendable in thought and expression - relatively
 free from error - can have weakness, e.g., vocabulary
- 3= Questionable - probably functional but in need of
 instruction - lacking in impact
- 2= In need of remediation - frustration level - inverse
 impact (evidence of inability to cope)
- 1= Insufficient material

Total Score*	%
1	0.2
2	3.3
3	0.4
4	21.7
5	16.5
6	32.7
7	13.4
8	8.2
9	2.1
10	0.6

*Scored by 2 markers for a possible total of 10.

The four (4) and five (5) on the Holistic Marking Scale identified those writing products which were viewed as being acceptable in terms of the writing task. Table II-58 indicates that a total of 0.6 percent received a 10 (5+5), 2.1 percent a nine (9) (4+5), 8.2 percent an eight (8) (4+4), and 13.4 percent a seven (7) (3+4). The total number of writing products receiving these scores accounted for a total of 24.3 percent of the students. A total of 49.2 percent of the writing products received a six (6) (3+3) or a five (5) (3+2) which indicated a need for additional instruction. Table II-58 also indicates that 22.1 percent were in need of remediation and 3.3 percent did not produce sufficient material for scoring.

The results presented for the Holistic Scoring suggest that the majority of students are in need of additional instruction in the skills necessary for the production of an acceptable writing product.

Tables II-59, II-60, II-61 identify the student outcomes/objectives which comprised the assessment of Proofreading for male and female students at the grade 12 level. The marking scale which was used for each of the objectives is included with each table. The tables also indicate the percentages of students obtaining the various scores.

Table II-59

GRADE 12 WRITING - MALE AND FEMALE
 PROOFREADING: SPELLING
 N=899

Scale

- 1 = correct in identification and spelling
 2 = correct in identification but incorrect in spelling
 3 = incorrect in identification

II.2 Spelling

Student Outcome: Spell an increasingly extensive vocabulary of multi-syllabic words.

Objective: Given several sentences each with one spelling error of a multi-syllabic word, the student will identify the error and spell the word correctly.

Items	Score (%)		
	1	2	3
1	37.2	16.0	45.9
2	28.6	35.7	35.4
3	49.7	35.5	14.4
4	70.6	8.6	19.8
5	32.8	27.5	38.8
6	<u>68.1</u>	<u>5.9</u>	<u>25.1</u>
Average %	47.8	21.5	29.9

Table II-60

GRADE 12 WRITING - MALE AND FEMALE
 PROOFREADING: PUNCTUATION
 N=899

Scale

1 = correct
 2 = incorrect

II.3 Punctuation

Student Outcome: Use parentheses in annotation.

Objective: Given several sentences with no use of parentheses in annotation, the student will identify the errors and make the necessary corrections.

Items	Score (%)	
	1	2
8	46.4	52.3
9	58.6	39.9
11	<u>42.7</u>	<u>56.3</u>
Average %	49.2	49.5

Student Outcome: Use underlining to indicate italics.

Objective: Given several sentences with no use of underlining to indicate italics, the student will identify the errors and make the necessary corrections.

Items	Score (%)	
	1	2
7	61.6	37.0
10	67.2	31.5
12	<u>71.6</u>	<u>27.4</u>
Average %	66.8	32.0

Table II-61

GRADE 12 WRITING - MALE AND FEMALE
 PROOFREADING: SENTENCES
 N=899

Scale

- 1 = uses variety in combining sentences (2 or fewer errors -
 uses at least 2 techniques - includes 4 elements -
 all complete sentences)
 2 = uses variety in combining sentences (more than 2 errors -
 at least 2 techniques)
 3 = Lacks in variety (usually uses the same technique)
 4 = insufficient evidence
- 1 = accurate use of simple sentence structure (no errors)
 2 = inaccurate use of simple sentence structure (1 error)
 3 = little use of simple sentence structure (2 or more errors)
 4 = insufficient evidence
- 1 = accurate use of periodic sentence structure (no errors)
 2 = inaccurate use of periodic sentence structure (1 error)
 3 = little use of periodic sentence structure (2 or more errors)
 4 = insufficient evidence
- 1 = accurate use of balanced sentence structure (no errors)
 2 = inaccurate use of balanced sentence structure (1 error)
 3 = little use of balanced sentence structure (2 or more errors)
 4 = insufficient evidence

EXAMPLE: (Variety in Sentence Writing)

DIRECTIONS: Use the sentence elements in each group below
 to write one complete sentence which contains all of the
 ideas given.

first-year university student
 clutches registration card
 stands in line
 sweaty hands

II.4 Sentences

Student Outcome: Vary the way sentence elements are ordered
 for emphasis and clarity.

Objective: Given basic sentence elements, the student will
 write complete sentences which vary the way
 sentence elements are ordered for emphasis and
 clarity.

Items	Score (%)			
	1	2	3	4
13	40.5	31.8	25.8	0.7

Table 11-61 (CONTINUED)

Student Outcome: Use a variety of sentence forms:
simple sentence, periodic sentence,
balanced sentence.

Objective: Given several sets of separate ideas or sentences, the student will write a balanced sentence or a simple sentence, or a periodic sentence containing these ideas or sentences.

Items	Score (%)			
	1	2	3	4
14 (simple sentences)	6.5	50.3	42.3	0.4
15 (periodic sentences)	18.5	22.5	56.4	1.5
16 (balanced sentences)	6.5	23.9	65.4	3.6

An overview of the grade 12 Proofreading results indicates that in Seppling (Table II-59) an average of 47.8 percent of the students correctly spelled the multi-syllabic words and 21.5 percent identified the errors but did not spell them correctly.

Table II-60 indicates that 49.2 percent correctly used parentheses in annotation and 66.8 percent correctly used underlining to indicate italics.

Table II-61 shows that 40.5 percent used a variety of sentence ordering techniques, 6.5 percent accurately wrote simple sentences, 18.5 percent accurately wrote periodic sentences, and 6.5 percent accurately wrote periodic sentences.

In summary it appears that grade 12 students experienced difficulty when attempting to correctly spell multi-syllabic words. They also had a difficulty in using parentheses but not as much difficulty in using underlining to denote italics. Little variety was used in combining basic sentence elements into sentences with emphasis and clarity. Errors were also apparent when writing simple, periodic and balanced sentences.

4. VARIABLE OF SEX

II.3.1. Introduction

Significant differences were computed for the male and female performance in the reading and writing clusters. A single asterik in the following charts indicates that it can be concluded with 95 percent confidence that a significant difference exists. Double asteriks indicate that it can be concluded with 99 percent confidence that a significant difference exists.

II.4.2 Reading Results

Tables II-62 to II-65 report the differences between male and female reading performance. The test used for determining the satistical significance of the differences in percentages is one referenced in H. E. Garrett, Statistics in Psychology and Education, New York: David McKay, 1967, pp. 235-238.

Table II-62

GRADE 3 READING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

	MALE	FEMALE
Word Level: Meaning Through Analysis		
I.A.1 Phonetic		
I.A.2 Structural		*
I.A.3 Contextual		
I.A.4 Sight Vocabulary	*	
Connected Discourse: Explicit Level		
II.A.1 Details		
II.A.2 Relationships		
II.A.3 Main Idea		
Connected Discourse: Inferential Level		
II.B.1 Details		
II.B.2 Relationships		
II.B.3 Main Idea		*
II.B.4 Outcomes (no objectives tested)	-	-
II.B.5 Purpose (no objectives tested)	-	-
II.B.6 Tone (no objectives tested)	-	-

* .05 Level of Significance

** .01 Level of Significance

Table II-63

GRADE 6 READING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

	MALE	FEMALE
Word Level: Meaning Through Analysis		
I.A.1 Phonetic (no objectives tested)	-	-
I.A.2 Structural	*	
I.A.3 Contextual		
I.A.4 Sight Vocabulary		
Connected Discourse: Explicit Level		
II.A.1 Details		
II.A.2 Relationships		
II.A.3 Main Idea		
Connected Discourse: Inferential Level		
II.B.1 Details		
II.B.2 Relationships		*
II.B.3 Main Idea		
II.B.4 Outcomes		
II.B.5 Purpose (no objectives tested)	-	-
II.B.6 Tone (no objectives tested)	-	-
* .05 Level of Significance		
** .01 Level of Significance		

Table II-64

GRADE 9 READING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

	MALE	FEMALE
Word Level: Meaning Through Analysis		
I.A.1 Phonetic (no objectives tested)	-	-
I.A.2 Structural		
I.A.3 Contextual		
I.A.4 Sight Vocabulary (no objectives tested)	-	-
Connected Discourse: Explicit Level		
II.A.1 Details		
II.A.2 Relationships		
II.A.3 Main Idea		**
Connected Discourse: Inferential Level		
II.B.1 Details (no objectives tested)	-	-
II.B.2 Relationships		
II.B.3 Main Idea		
II.B.4 Outcomes		*
II.B.5 Purpose		
II.B.6 Tone		**

* .05 Level of Significance

** .01 Level of Significance

Table II-65

GRADE 12 READING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

	MALE	FEMALE
Word Level: Meaning Through Analysis		
I.A.1 Phonetic (no objectives tested)	-	-
I.A.2 Structural		**
I.A.3 Contextual		
I.A.4. Sight Vocabulary (no objectives tested)	-	-
Connected Discourse: Explicit Level		
II.A.1 Details (no objectives tested)	-	-
II.A.2 Relationships		**
II.A.3 Main Idea		
Connected Discourse: Inferential Level		
II.B.1 Details		
II.B.2 Relationships		
II.B.3 Main Idea		
II.B.4 Outcomes		
II.B.5 Purpose		
II.B.6 Tone		

* .05 Level of Significance

** .01 Level of Significance

Tables II-62 to II-65 indicate that few significant differences exist between the reading performance of males and females. At the grade 3 level it appears that female performance is higher in structural analysis and inferring the main idea, and that male performance is higher in sight vocabulary.

At the grade 6 level males excelled in structural analysis and females excelled in inferring relationships.

The performance for three clusters of objectives was significantly different in favor of the females at the grade 9 level: identifying main idea, and inferring outcomes and tone.

At the grade 12 level females performed higher than males in structural analysis and identifying relationships.

There does not appear to be any consistent significant differences on reading performance between the grade levels.

II.4.3 Writing Results

Tables II-66 to II-74 report the significant differences between male and female writing performance.

Tables II-66 to II-69 report the significant differences for the Descriptive scoring of the writing product. As was indicated in a previous discussion of the Descriptive scoring, the marking scale was developed so that three (3) or four (4) of the marking scale denoted positive aspects of the writing product. For purposes of the following tables the percentages of students obtaining scores of three (3) and four (4) have been added to give a total.

Table II-66

GRADE 3 WRITING - DESCRIPTIVE SCORING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

		MALE	FEMALE
I.1	Limits content to topic		
I.2	Develops topic		**
I.3	Sentences (Structure and Mechanics)		**
I.4	Paragraph organization (no objectives - tested)	-	-
I.5	Paragraph structure (no objectives - tested)	-	-
I.6	Vocabulary usage		**
I.7	Vocabulary breadth		**
I.8	Spelling		**
I.9	Composition impact		**
I.10	Handwriting		**

* .05 Level of Significance

** .01 Level of Significance

Table II-67

GRADE 6 WRITING - DESCRIPTIVE SCORING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

		MALE	FEMALE
I.1	Limits content to topic		
I.2	Develops topic		**
I.3	Sentences (Structure and Mechanics)		**
I.4	Paragraph organization		**
I.5	Paragraph structure		**
I.6	Vocabulary usage		**
I.7	Vocabulary breadth		**
I.8	Spelling		**
I.9	Composition impact		**
I.10	Handwriting		**
<hr/>			
*	.05 Level of Significance		
**	.01 Level of Significance		

Table II-68

GRADE 9 WRITING - DESCRIPTIVE SCORING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

		MALE	FEMALE
I.1	Limits content to topic		**
I.2	Develops topic		**
I.3	Sentences (Structure and Mechanics)		**
I.4	Paragraph organization		**
I.5	Paragraph structure		**
I.6	Vocabulary usage		**
I.7	Vocabulary breadth		**
I.8	Spelling		**
I.9	Composition impact		**
I.10	Handwriting		**
<hr/>			
*	.05 Level of Significance		
**	.01 Level of Significance		

Table II-69

GRADE 12 READING - DESCRIPTIVE SCORING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

		MALE	FEMALE
I.1	Limits content to topic		**
I.2	Develops topic		**
I.3	Sentences (Structure and Mechanics)		
I.4	Paragraph organization		**
I.5	Paragraph structure		**
I.6	Vocabulary usage		**
I.7	Vocabulary breadth		**
I.8	Spelling		**
I.9	Composition impact		**
I.10	Handwriting		**
<hr/>			
*	.05 Level of Significance		
**	.01 Level of Significance		

Table II-70 gives a summary of the Holistic scoring for the writing products of males and females in grades 3, 6, 9 and 12. The Holistic Marking Scale has been previously discussed in this report; however, it should be re-emphasized that a score of four (4) or five (5) was viewed as acceptable. Because each writing product was scored by two markers the possible total is 10. For purposes of the following table the percentages of students obtaining total scores of seven(7), eight (8), nine (9) and 10 have been added to give an indication of the percentage of writing products which were scored as being acceptable. For more specificity as to the score descriptors, see the previous discussion on Holistic scoring.

Table II-70

GRADES 3, 6, 9 and 12 WRITING - HOLISTIC SCORING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

	MALE	FEMALE
Grade 3		**
Grade 6		**
Grade 9		**
Grade 12		**

* .05 Level of Significance

** .01 Level of Significance

Tables II-71 to II-74 report the significant differences between male and female writing performance when the Proofreading scoring was used.

Table II-71

GRADE 3 WRITING - PROOFREADING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

	MALE	FEMALE
II.1 Capitals		**
II.2 Spelling		**
II.3 Punctuation		*
II.4 Sentence Writing		**

* .05 Level of Significance

** .01 Level of Significance

Table II-72

GRADE 6 WRITING - PROOFREADING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

	MALE	FEMALE
II.1 Capitals (not tested)	-	-
II.2 Spelling		*
II.3 Punctuation		**
II.4 Sentence Writing		**

* .05 Level of Significance

** .01 Level of Significance

Table II-73

GRADE 9 WRITING - PROOFREADING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

		MALE	FEMALE
II.1	Capitals (not tested)	-	-
II.2	Spelling		**
II.3	Punctuation		
II.4	Sentence Writing		**

* .05 Level of Significance

** .01 Level of Significance

Table II-74

GRADE 12 WRITING - PROOFREADING
COMPARISON BETWEEN MALE AND FEMALE PERFORMANCE

		MALE	FEMALE
I.1	Capitals (not tested)	-	-
I.2	Spelling		**
I.3	Punctuation		**
I.4	Sentence Writing		

* .05 Level of Significance

** .01 Level of Significance

Tables II-66 to II-74 depicting writing performance indicate considerable significant differences in favor of the females. Except for limiting content to structure and mechanics at the grade 12 level, the tables on Descriptive scoring indicate that at the 99 percent confidence level females performed higher than males on the writing product.

Table II-70 supports the findings on the Descriptive scoring as the Holistic scoring also indicates that females consistently performed better than males on the writing product.

Tables II-71 to II-74 indicate that significant differences which exist in the Proofreading results are in favor of the females.

APPENDIX

Student Outcomes/Objectives

Reading and Writing

GRADE 3 READING

I. Word Level

A. Meaning Through Analysis

1. Phonetic

Student Outcome: Blend known consonant and vowel sounds to form words.

Objective: Given a sentence with an incomplete word, the student will identify the consonant or vowel sounds needed to complete the word.

2. Structural

Student Outcome: Identify and obtain meaning through the structural elements within words.

Objective: Given a sentence with an incomplete word, the student will complete the word by identifying and obtaining meaning through structural elements.

3. Contextual

Student Outcome: Check word meaning using context clues.

Objective: Given a sentence, the student will identify the meaning of the underlined word using context clues.

4. Sight Vocabulary

Student Outcome: Demonstrate a mastery of the meanings of words appropriate for grade 3 vocabulary.

Objective: Given a word appropriate for grade 3 vocabulary, the student will identify the meaning which matches the word.

II. Connected Discourse

A. Explicit Level

1. Details

Student Outcome: Identify details which support the main idea.

Objective: Given a simple narrative, the student will demonstrate the ability to identify details which support the main idea.

Student Outcome: Distinguish between relevant and irrelevant information.

Objective: Given a simple narrative, the student will demonstrate the ability to distinguish between relevant and irrelevant information.

Student Outcome: Follow simple written directions.

Objective: Given a task, the student will follow simple written directions.

2. Relationships

Student Outcome: Trace sequence.

Objective: Given a passage containing a series of incidents, the student will be able to trace sequence.

Student Outcome: Determine cause and effect.

Objective: Given a narrative, the student will be able to determine cause and effect.

3. Main Idea

Student Outcome: Identify the main idea.

Objective: Given a simple narrative, the student will demonstrate the ability to identify the main idea.

B. Inferential Level

1. Details

Student Outcome: Infer details which support the main idea.

Objective: Given a simple narrative, the student will demonstrate the ability to infer details which support the main idea.

2. Relationships

Student Outcome: Infer sequence.

Objective: Given a simple narrative, the student will demonstrate the ability to infer sequence.

3. Main Idea

Student Outcome: Infer/identify main idea.

Objective: Given a simple narrative, the student will demonstrate the ability to infer/identify the main idea.

GRADE 6 READING

I. Word Level

A. Meaning Through Analysis

1. Phonetic (no objectives tested).

2. Structural

Student Outcome: Use generalizations governing structural analysis to decode unfamiliar words.

Objective: Given a sentence with an unfamiliar word, the student will use generalizations governing structural analysis to decode the unfamiliar word.

3. Contextual

Student Outcome: Expand identification of word with multiple meaning.

Objective: Given a meaning of a word with multiple meanings, the student will determine which sentence uses the underlined word correctly.

Student Outcome: Differentiate between connotative and denotative meaning.

Objective: Given a sentence containing an underlined word, the student will determine the connotative or denotative meaning of the underlined word.

4. Sight Vocabulary

Student Outcome: Demonstrate mastery of the meaning of words appropriate for grade 6 vocabulary level.

Objective: Given a word appropriate for grade 6 vocabulary, the student will identify the meaning which matches the word.

II. Connected Discourse

A. Explicit Level

1. Details

Student Outcome: Determine meaning through the use of illustrative materials, e.g., maps, diagrams, etc.

Objective: Given illustrative material, the student will determine meaning.

2. Relationships

Student Outcome: Identify the relationship of supporting detail to the main idea.

Objective: Given a narrative the student will demonstrate the ability to identify the relationship of supporting detail to the main idea.

Student Outcome: Identify the relationship between the main ideas of paragraphs within a passage and the overall main idea.

Objective: Given a narrative, the student will demonstrate the ability to identify the relationship between the main ideas of paragraphs within a passage and the overall main idea.

Student Outcome: Identify the relationships among details in terms of cause and effect.

Objective: Given a passage the student will demonstrate the ability to identify the relationships among details in terms of cause and effect.

3. Main Idea

Student Outcome: Identify the overall main idea of a longer passage.

Objective: Given a narrative, the student will demonstrate the ability to identify the overall main idea.

Student Outcome: Determine the main idea (meaning) through use of illustrative materials.

Objective: Given illustrative material, the student will determine the main idea (meaning).

B. Inferential Level

1. Details

Student Outcome: Infer detail which supports the main idea.

Objective: Given a narrative the student will demonstrate the ability to infer detail which supports the main idea.

2. Relationships

Student Outcome: Make inferences based on relationships among objects, patterns, words and ideas.

Objective: Given a passage, the student will demonstrate the ability to make inferences based on relationships among objects, patterns, words, and ideas.

Student Outcome: Recognize implied relationships among details, e.g. cause and effect.

Objective: Given a narrative the student will be able to recognize implied relationships among details.

3. Main Idea

Student Outcome: Infer overall main idea of a longer passage.

Objective: Given a narrative the student will infer the overall main idea of a longer passage.

Student Outcome: Infer the relationship between the main idea of paragraphs within a passage and the overall main idea.

Objective: Given a narrative the student will infer the relationship between the main ideas of paragraphs within a passage and the overall main idea.

4. Outcomes

a. Predictions and Conclusions

Student Outcome: Infer attitudes and feelings of characters in stories and plays.

Objective: Given a passage from a story or play, the student will demonstrate ability to infer the attitudes and/or feelings of the characters.

b. Judgments

Student Outcome: Make a judgment based on inferred details.

Objective: Given a narrative, the student will demonstrate the ability to make a judgment based on inferred details.

Student Outcome: Distinguish between fact and exaggeration.

Objective: Given a narrative, the student will demonstrate the ability to distinguish between fact and exaggeration.

GRADE 9 READING

I. Word Level

A. Meaning Through Analysis

1. Phonetic (no objectives tested).

2. Structural

Student Outcome: Identify change in word usage through addition of affix.

Objective: Given a list of words the student will identify the change in word usage through the addition of affix.

Student Outcome: Identify prefixes and root words as meaning units in multi-syllabic words.

Objective: Given a sentence with an underlined multi-syllabic word, the student will determine the meaning of the word by identifying prefixes and root words as meaning units.

3. Contextual

Student Outcome: Derive meaning by using context clues.

Objective: Given a narrative, the student will demonstrate the ability to derive word meanings from context clues.

Student Outcome: Identify the meaning of a word with multiple meanings, by using context.

Objective: Given a narrative, the student will demonstrate the ability to identify the meaning of a word with multiple meanings, by using context.

4. Sight Vocabulary (no objectives tested).

II. Connected Discourse

A. Explicit Level

1. Details

Student Outcome: Isolate detail explicitly presented in graphic material.

Objective: Given graphic material, the student will isolate detail explicitly presented in graphic material.

2. Relationships

Student Outcome: Determine cause and effect in terms of events, people, time and place.

Objective: Given a narrative, the student will determine cause and effect.

Student Outcome: Identify explicitly stated comparison and contrast relationship.

Objective: Given a passage, the student will identify explicitly stated comparison and contrast relationship.

Student Outcome: Identify the stated interrelationship among explicitly stated ideas.

Objective: Given a narrative, the student will identify the stated interrelationships among explicitly stated ideas.

3. Main Idea

Student Outcome: Identify main idea given in initial explicit statement.

Objective: Given a narrative the student will identify the main idea given in the initial explicit statement.

Student Outcome: Identify main idea given in summary explicit statement.

Objective: Given a narrative, the student will identify the main idea given in the summary explicit statement.

B. Inferential Level

1. Details

2. Relationships

Student Outcome: Infer meaning of graphic material.

Objective: Given a set of graphic material, the student will infer meaning.

Student Outcome: Infer relationship between specifics and a generalization.

Objective: Given a generalization based on a narrative, the student will determine which specific detail from the narrative supports the generalization.

Student Outcome: Infer the interrelationships among ideas.

Objective: Given a narrative, the student will infer the interrelationship among ideas.

3. Main Idea

Student Outcome: Infer main idea of paragraphs that have no topic sentences.

Objective: Given a passage, the student will infer main ideas from paragraphs that have no topic sentences.

Student Outcome: Infer unstated main idea of graphic material.

Objective: Given graphic material, the student will infer main idea.

4. Outcomes

a. Predictions and Conclusions

Student Outcome: Arrive at a general principle after examining a series of details.

Objective: Given a series of details, the student will use these details to arrive at a general principle.

Student Outcome: Form generalizations based on details.

Objective: Given a passage containing details, the student will form generalizations based on these details.

b. Judgments

Student Outcome: Make inferences concerning the validity of details.

Objective: Given a passage, the student will infer the validity of details.

Student Outcome: Differentiate between fact and opinion.

Objective: Given a passage with fact and opinion, the student will correctly identify which is fact and which is opinion.

5. Purpose

Student Outcome: Evaluate content in terms of purpose.

Objective: Given a passage, the student will evaluate the content in terms of the author's purpose.

6. Tone

Student Outcome: Recognize implied sarcasm and criticism.

Objective: Given a group of sentences, the student will be able to recognize implied sarcasm and criticism.

GRADE 12 READING

I. Word Level

A. Meaning Through Analysis

1. Phonetic (no objectives tested).

2. Structural

Student Outcome: Use structural elements (syllables, roots, affixes) of known word forms to attack unfamiliar words including compounds.

Objective: Given a sentence with an unfamiliar word the student will use structural elements (syllables, root, affixes) of known word forms to attack unfamiliar words including compounds.

3. Contextual

Student Outcome: Identify cognitive connotation or denotative meaning from use.

Objective: Given sentences containing underlined words, the student will demonstrate the ability to identify cognitive connotation or denotative meaning from use.

Student Outcome: Identify concrete details which give meaning to an abstract form.

Objective: Given a passage, the student will specify those concrete details which give meaning to an abstract form.

Student Outcome: Identify emotive connotation in a word in context.

Objective: Given four sentences each containing the same word, the student will identify which sentence uses the emotive connotation of a word.

4. Sight Vocabulary (no objectives tested).

II. Connected Discourse

A. Explicit Level

1. Details (no objectives tested).

2. Relationships

Student Outcome: Determine the effect on meaning of transitional words and phrases.

Objective: Given a passage, the student will determine how the underlined transitional word or phrase affects the meaning of the passage.

Student Outcome: Recall chronological order when unusual sequence is used by the writer, e.g., flashback.

Objective: Given a passage, the student will demonstrate the ability to identify chronological order of events, even though the author has used unusual sequence.

3. Main Idea

Student Outcome: Identify which of several closely related and explicitly stated ideas is the main idea.

Objective: Given a passage, the student will identify which of several closely related and explicitly stated ideas is the main idea.

B. Inferential

1. Details

Student Outcome: Infer character traits.

Objective: Given a passage, the student will demonstrate the ability to infer character traits of the persons referred to in the passage.

2. Relationships

Student Outcome: Identify analogy and explain its effect on meaning.

Objective: Given a passage, the student will identify the analogy and explain how it affects the meaning.

Student Outcome: Infer relationship of figurative language to theme (topic).

Objective: Given a passage, the student will infer the relationship of figurative language to theme.

3. Main Idea

Student Outcome: Infer main idea in absence of explicit statement of such.

Objective: Given a passage, the student will infer the main idea in absence of explicit statement of such.

Student Outcome: Recognize main assumption inherent in a passage, e.g. propaganda.

Objective: Given a passage, the student will be able to recognize main assumption.

4. Outcomes

a. Predictions and Conclusions

Student Outcome: Infer the social context of a piece of writing.

Objective: Given a passage, the student will infer the social context in the writing.

Student Outcome: Infer characters' motives, emotions, and attitudes.

Objective: Given a passage, the student will demonstrate the ability to infer characters' motives, emotions, and attitudes.

b. Judgments

Student Outcome: Prioritize the importance of information details.

Objective: Given a passage, the student will demonstrate the ability to prioritize the importance of information details.

Student Outcome: Distinguish between fact and hypothesis.

Objective: Given a passage, the student will distinguish between fact and hypothesis.

Student Outcome: Determine the bias of the author from elements of the passage.

Objective: Given a passage, the student will determine the bias of the author from elements in the passage.

5. Purpose

Student Outcome: Infer purpose from tone of passage.

Objective: Given a passage, the student will infer purpose from the tone of a passage.

Student Outcome: Determine the purpose of technical devices such as capitalized words and italicized words.

Objective: Given a sentence, the student will determine the purpose of technical devices such as capitalized words and italicized words.

6. Tone

Student Outcome: Identify the tone of a word, e.g., ironical, satirical, humorous, or serious.

Objective: Given a passage, the student will identify the tone of a word.

Student Outcome: Evaluate appropriateness of tone in terms of situation (topic).

Objective: Given a situation, the student will indicate which tone could best be expressed by an author when writing about the topic.

GRADE 3 WRITING

I. Extended Discourse

1. Student Outcome: Limit content to topic.
Objective: Given a story starter, the student will write a story that limits the content to topic.
2. Student Outcome: Develop topic in terms of directions.
Writes story that includes character, setting, and plot.
Objective: Given a story starter, the student will write a story that develops the topic in terms of directions.
3. Student Outcome: Use complete, ordered sentences appropriately capitalized and punctuated.
Objective: Given a story starter, the student will write a story that uses complete, ordered sentences appropriately capitalized and punctuated.
4. Paragraph - No attention at this level.
5. Paragraph - No attention at this level.
6. Student Outcome: Choose appropriate words and use them correctly.
Objective: Given a story starter, the student will write a story that chooses appropriate words and uses them correctly.
7. Student Outcome: Reflect breadth of vocabulary through use of vivid, descriptive words and phrases.
Objective: Given a story starter, the student will write a story that reflects breadth of vocabulary through use of vivid, descriptive words and phrases.
8. Student Outcome: Spell correctly most frequently used words at the grade 3 level as listed in current word lists.
Objective: Given a story starter, the student will write a story that spells correctly most frequently used words at the grade 3 level as listed in current word lists.
9. Student Outcome: Present (execute) a composition that has impact.
Objective: Given a story starter, the student will write a story that presents (executes) a composition that has impact.
10. Student Outcome: Write legibly and attend to format.
Objective: Given a story starter, the student will write a story that is written legibly and attends to format.

II. Proofreading

1. Capitals

Student Outcome: Use upper case letters for proper nouns.

Objective: Given two friendly letters and a sentence with errors in capitalization of proper nouns, the student will identify the capitalization errors and make the correction.

Student Outcome: Use upper case letters for first word of salutation of letter.

Objective: Given two friendly letters and a sentence with errors in capitalization of the first word of the salutation of the letter, the student will identify the capitalization errors and make the correction.

2. Spelling

Student Outcome: Spell simple compound words.

Objective: Given sentences each with one incorrect spelling of a compound word, the student will identify the error and spell it correctly.

Student Outcome: Spell plurals.

Objective: Given sentences each with one incorrect spelling of a plural, the student will identify the error and spell it correctly.

Student Outcome: Spell simple homonyms.

Objective: Given sentences each with one incorrect spelling of a homonym, the student will identify the error and spell it correctly.

3. Punctuation

Student Outcome: Use apostrophe to show contraction.

Objective: Given two friendly letters and two sentences with errors in apostrophe punctuation, the student will identify the punctuation error and make the correction.

Student Outcome: Use period after abbreviations.

Objective: Given two friendly letters and two sentences with errors in using a period after abbreviations, the student will identify the punctuation error and make the correction.

4. Sentences

Student Outcome: Apply relationship of order to meaning.

Objective: Given a group of words, the student will rearrange the words to: 1) produce a declarative sentence, 2) to produce an interrogative sentence.

- Student Outcome: Use adjectives, adverbs, and phrases to expand basic sentence patterns.
- Objective: Given several basic sentences, the student will add adjectives, adverbs and phrases to expand the sentences.

GRADE 6 WRITING

I. Extended Discourse

1. Student Outcome: Limit content to topic. Relate supporting detail to main idea.
Objective: Given a topic, the student will write a description or story that limits the content to the topic by relating supporting detail to main idea.
2. Student Outcome: Develop topic in terms of directions. Write descriptive paragraph or story.
Objective: Given a topic, the student will write a description or story which develops the topic through paragraph writing.
3. Student Outcome: Use complete, ordered sentences appropriately capitalized and punctuated for clarity and emphasis.
Objective: Given a topic, the student will write a description or story which uses complete, ordered sentences appropriately capitalized and punctuated for clarity and emphasis.
4. Student Outcome: Organize paragraphs for unity of thought and impression. Use appropriate transitional words and phrases for organizing.
Objective: Given a topic, the student will write a description or story which organizes paragraphs for unity of thought and impression by using appropriate transitional words and phrases for organizing.
5. Student Outcome: Structure paragraphs in relation to whole composition. Use appropriate transitional words and phrases for organizing.
Objective: Given a topic, the student will write a description or story which structures paragraphs in relation to whole composition by using appropriate transitional words and phrases for organizing.
6. Student Outcome: Choose appropriate words and use them correctly. Use appropriate usage forms in terms of audience situation.
Objective: Given a topic, the student will write a description or story which chooses appropriate words and uses them correctly, and uses appropriate usage forms in terms of audience situation.

7. Student Outcome: Reflect breadth of vocabulary through use of vivid, descriptive words and phrases. Add phrases in varying positions for clarity and variety.
Objective: Given a topic, the student will write a description or story which reflects breadth of vocabulary through use of vivid, descriptive words and phrases, and adds phrases in varying positions for clarity and variety.
8. Student Outcome: Spell correctly most frequently used words at the grade 6 level as listed in current word lists. Use indentation.
Objective: Given a topic, the student will write a description or story which contains correct spelling of most frequently used words at the grade 6 level.
9. Student Outcome: Present (execute) a composition that has impact.
Objective: Given a topic, the student will write a description or story which presents a composition that has impact.
10. Student Outcome: Write legibly and attends to format.
Objective: Given a topic, the student will write a description or story that is written legibly and attends to format.

II. Proofreading

1. Capitals (no attention)
2. Spelling

Student Outcome: Spell irregular plurals.

Objective: Given sentences each with one incorrect spelling of a plural, the student will identify the error and spell it correctly.

Student Outcome: Spell irregular verb forms.

Objective: Given sentences each with one incorrect spelling of an irregular verb form, the student will identify the error and spell it correctly.

Student Outcome: Spell correctly most frequently used words at the grade 6 level as listed in current word lists.

Objective: Given sentences each with one incorrect spelling of a frequently used word at the grade 6 level, the student will identify the error and spell it correctly.

3. Punctuation

Student Outcome: Use apostrophe.

Objective: Given sentences with errors in using the apostrophe, the student will identify the punctuation and make the correction.

Student Outcome: Use commas to set off appositives.

Objective: Given sentences with errors in using the comma to set off appositives, the student will identify the punctuation error and make the correction.

4. Sentences

Student Outcome: Combine basic sentence patterns by subordination.

Objective: Given two basic sentences the student will combine these sentences using subordination.

Student Outcome: Use variety in combining basic sentences.

Objective: Given two basic sentences the student will use variety in combining each set of sentences.

GRADE 9 WRITING

I. Extended Discourse

1. Student Outcome: Limit content to topic. Select and use appropriate supporting details such as: factual details, statistics, and authoritative opinion.

Objective: Given a topic, the student will write an exposition which limits content to topic by selecting and using appropriate supporting details such as: factual details, statistics, and authoratative opinion.

2. Student Outcome: Develop topic in terms of directions. Choose topic appropriate to purpose and audience. Organize ideas and details. Write exposition.

Objective: Given a topic, the student will write an exposition which develops topic in terms of directions by choosing a topic appropriate to purpose and audience, and organizing ideas and details.

3. Student Outcome: Use complete, ordered sentences appropriately capitalized and punctuated. Use main and subordinate clauses and compound-complex sentences.

Objective: Given a topic, the student will write an exposition which uses complete, ordered sentences appropriately capitalized and punctuated, and uses main and subordinate clauses and compound-complex sentences.

4. Student Outcome: Organize paragraphs for unity of thought and impression. Use appropriate topic sentence. Keep point of view (mental, physical) consistent.

Objective: Given a topic, the student will write an exposition which organizes paragraphs for unity of thought and impression through the use of appropriate topic sentences and the use of consistent point of view.

5. Student Outcome: Structure paragraphs in relation to whole composition. Write a beginning and ending paragraph suitable to the mode, purpose, and format of the writing. Place topic sentence in appropriate position depending on writing purpose.

Objective: Given a topic, the student will write an exposition which structures paragraphs in relation to whole composition.

6. Student Outcome: Choose appropriate words and use them correctly. Use appropriate levels of usage. Use appropriate transitional words and phrases.

Objective: Given a topic, the student will write an exposition which chooses appropriate words and uses them correctly.

7. Student Outcome: Reflect breadth of vocabulary through use of vivid, descriptive words and phrases. Add phrases in varying positions for clarity and variety.

Objective: Given a topic, the student will write an exposition which reflects breadth of vocabulary through use of vivid, descriptive words and phrases.

8. Student Outcome: Spell correctly most frequently used words at grade 9 level as listed in current word lists.

Objective: Given a topic, the student will write an exposition which correctly spells most frequently used words at the grade 9 level.

9. Student Outcome: Present (execute) a composition that has impact. Use techniques of word choice, sentence construction and the selection and organization of details to establish mood. Use varying sentence structure to create effect.

Objective: Given a topic, the student will write an exposition which presents (executes) a composition that has impact.

10. Student Outcome: Write legibly and attend to format.
Objective: Given a topic, the student will write an exposition which contains legible handwriting and attends to format.

II. Proofreading

1. Capitals (no attention)

2. Spelling

Student Outcome: Spell frequently confused suffixes.
Objective: Given several sentences each with one spelling error in frequently confused suffixes, the student will identify the error and spell the word correctly.

Student Outcome: Spell correctly most frequently used words at the grade 9 level.

Objective: Given several sentences each containing one spelling error of a frequently used word at the grade 9 level, the student will identify the error and spell the word correctly.

3. Punctuation

Student Outcome: Use comma before and after non-restrictive clauses.

Objective: Given a sentence with errors in the use of a comma before and after non-restrictive clauses, the student will identify the errors and make the correction.

Student Outcome: Use semicolons to separate items within a series when the items contain commas.

Objective: Given a sentence with errors in the use of semicolons to separate items within a series when the items contain commas, the student will identify the errors and make the corrections.

4. Sentences

Student Outcome: Use adverbial clauses, parallel structure, compound-complex sentences and appropriate transitional words and phrases.

Objective: Given basic sentences, the student will combine these sentences through the use of: adverbial clauses, parallel structure, compound-complex sentence structure, and appropriate transitional words and phrases.

GRADE 12 WRITING

I. Extended Discourse

1. Student Outcome: Limit content to topic. Choose topics of increasingly complex nature. Support opinions with logic or fact. Support facts with quotations giving sources.
Objective: Given a topic, the student will develop an argument which limits content to topic. Chooses topics of increasingly complex nature. Supports opinions with logic or fact. Supports facts with quotations giving sources.
2. Student Outcome: Select and maintain objective or subjective modes according to purpose. Select and maintain either personal or formal role according to purpose.
Objective: Given a topic, the student will develop an argument which selects and maintains objective or subjective modes according to purpose; and selects and maintains either personal or formal role according to purpose.
3. Student Outcome: Use complete, ordered sentences appropriately capitalized and punctuated for clarity and emphasis. Extend the use of a variety of sentence structures for effect.
Objective: Given a topic, the student will develop an argument which uses complete, ordered sentences appropriately capitalized and punctuated for clarity and emphasis; extends the use of a variety of sentence structures for effect; and uses active or passive voice to create effect.
4. Student Outcome: Organize paragraphs for unity of thought and impression. Organize ideas by comparison, contrast, analogy, induction, deduction, definition, example, etc.
Objective: Given a topic, the student will develop an argument which organizes paragraphs for unity of thought and impression; and organizes ideas by comparison, contrast, analogy, induction, deduction, definition, example, etc.
5. Student Outcome: Structure paragraphs in relation to whole composition. Use appropriate transitional words and phrases for organizing. Write a beginning and ending paragraph suitable to the mode, purpose, and format of the writing. Place topic sentence in appropriate position depending on writing purpose.

Objective: Given a topic, the student will develop an argument which structures paragraphs in relation to whole composition. Use appropriate transitional words and phrases for organizing. Write a beginning and ending paragraph suitable to the mode, purpose, and format of the writing. Place topic sentence in appropriate position depending on writing purpose.

6. Student Outcome: Choose appropriate words and used them correctly. Use substitution for emphasis and brevity.

Objective: Given a topic, the student will develop an argument which chooses appropriate words and uses them correctly, and uses substitution for emphasis and brevity.

7. Student Outcome: Reflect breadth of vocabulary through use of vivid, descriptive words and phrases. Use language figuratively.

Objective: Given a topic, the student will develop an argument which reflects breadth of vocabulary through use of vivid, descriptive words and phrases and uses language figuratively.

8. Student Outcome: Spell an increasingly extensive vocabulary of multi-syllabic words.

Objective: Given a topic, the student will develop an argument which spells an increasingly extensive vocabulary of multi-syllabic words.

9. Student Outcome: Present (execute) a composition that has impact. Keep style and mood consistent. Maintain consistency of style. Use an omniscient point of view appropriately and keep the point of view consistent.

Objective: Given a topic, the student will develop an argument which presents (executes) a composition that has impact: keeps style and mood consistent; maintains consistency of style; uses an omniscient point of view appropriately and keeps the point of view consistent.

10. Student Outcome: Write legibly and attends to format.

Objective: Given a topic, the student will develop an argument which is written legibly and attends to format.

II. Proofreading

1. Capitals (no attention).

2. Spelling

Student Outcome: Spell an increasingly extensive vocabulary of multi-syllabic words.

Objective: Given several sentences each with one spelling error of a multi-syllabic word, the student will identify the error and spell the word correctly.

3. Punctuation

Student Outcome: Use parentheses in annotation.

Objective: Given several sentences with no use of parentheses in annotation, the student will identify the errors and make the necessary corrections.

Student Outcome: Use underlining to indicate italics.

Objective: Given several sentences with no use of underlining to indicate italics, the student will identify the errors and make the necessary corrections.

4. Sentences

Student Outcome: Vary the way sentence elements are ordered for emphasis and clarity.

Objective: Given basic sentence elements the student will write complete sentences which vary the way sentence elements are ordered for emphasis and clarity.

Student Outcome: Use a variety of sentence forms.

Objective: Given several sets of separate ideas or sentences, the student will write a balanced sentence or a simple sentence or a periodic sentence containing these ideas or sentences.

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